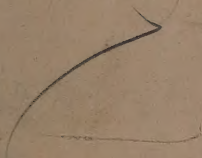


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PHONOGRAPHY

FOR SCHOOLS AND COLLEGES

A COURSE OF LESSONS IN

THE BENN PITMAN SYSTEM

BY

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PREFACE.

The lessons in this book are based upon the ninth edition of Isaac Pitman Phonography, published in England in 1852, and familiarly known in the United States to-day as Benn Pitman Shorthand. But, unlike the standard works of either of the foregoing authors, this book makes no reference whatever to the science of phonetics, a wholly superfluous feature of a shorthand textbook designed, as this is, to fit the student directly and immediately for the practical application of phonography to commercial and professional needs. This is not a new system, but rather a standard system in new clothes, adapted to new *methods*.

The plan of the book follows faithfully the now generally accepted method of instruction known as the "Reporting Style," as distinguished from the "Corresponding Style," so universally adopted by authors and teachers up to within a decade ago. This more recent plan involves the presentation of the principles and the arrangement of the exercises in such a manner that not a single word shall be introduced until the principle has been stated which provides for the writing of that word in the briefest form used by the practitioner. With a view to a complete adherence to this plan, the principle of position writing is coupled with the first vowel lesson, but stated in such simple form and evolved so gradually and naturally throughout the series of vowel lessons, as

not to detract from the importance of the vowels themselves. Thus, the student unlearns nothing during his course, a feature of the book that will at once appeal to all teachers and writers who are familiar with the reverse conditions, so common where the "Corresponding Style" still prevails.

Part II of the book presents all those principles of abbreviation that are distinct from, and in advance of, the principles which form the broad basis of shorthand writing. Here is gathered in proper groups that large class of common words whose shorthand outlines are either abbreviations or modifications of those which would be secured by the application of some one or more of the standard principles presented in Part I. These lists give completeness to the student's vocabulary of contracted and irregular forms. Beyond this, no dictionary is needed; all other words should be written in full, in accordance with general rules.

These lessons are the outgrowth of twelve continuous years in the class-room, eight of which have been spent in the institution with which the author is now connected, where ideal conditions exist for the attainment of best results in shorthand teaching. This book is a revised and enlarged edition of one published by the author in 1896 and successfully used since then in many schools and colleges throughout the country.

INTRODUCTORY REMARKS.

Phonography is a system of shorthand writing whereby the sounds of any language—and, for our purpose, the English language—are represented by distinctive characters. Broadly, therefore, it may be called a system of *sound writing*. This art is better known to-day by the name *stenography*, or by the generic word *shorthand*.

The distinguishing characteristic of phonography, or shorthand writing, as compared with the ordinary method of writing, by contrast called *longhand*, is that the former is based upon an alphabet of distinct and unvarying *sounds*, the latter upon an alphabet of *letters*, some of which vary in sound, and a few of which duplicate in sound other letters in the alphabet. In phonography all silent letters are omitted ; thus, *bake* is spelled *bāk* ; *toe*, *tō* ; *sigh*, *sī*. Sound writing would spell *cage*, *kāj* ; *beau*, *bō* ; *phrase*, *frāz*. The student must, therefore, train himself to catch and give expression to the sounds of words, and discard entirely spelling by letter.

The materials to be used in shorthand writing are ruled paper and a pen or pencil. A fine point steel or gold pen should be selected, and a pencil of medium hardness.

PHONOGRAPHY.

PART I.

CHAPTER I.

CONSONANT ALPHABET.

PART I.

Letter	Sign	Pronounced	As in
<i>P</i>	\ <i>down</i>	pee	<i>pay, hop</i>
<i>B</i>	\ <i>down</i>	bee	<i>boat, rob</i>
<i>T</i>	<i>down</i>	tee	<i>tub, but</i>
<i>D</i>	<i>down</i>	dee	<i>dip, bid</i>
<i>CH</i>	/ <i>down</i>	chay	<i>chip, pitch</i>
<i>J</i>	/ <i>down</i>	jay	<i>Joe, edge</i>
<i>K</i>	—	kay	<i>king, come, make</i>
<i>G</i>	—	gay	<i>go, rug</i>
<i>R</i>	/ <u>(up)</u>	ray	<i>rate</i>
<i>H</i>	/ <u>(up)</u>	hay	<i>hope</i>

1. The first six consonant signs are struck downward, *k* and *gay* from left to right, and *ray* and *hay* upward, as indicated. These directions are invariable; under no conditions may the signs be struck in the opposite direction. The difference between *chay* and *ray* is one of slant, *chay* sloping thirty degrees from the vertical, and *ray* sixty degrees.

2. The student must not think of proceeding a step further until these ten characters are thoroughly mastered. They can be learned in the shortest time by writing each sign singly at least twenty-five times, repeating this exercise, if necessary, until the desired result is secured.

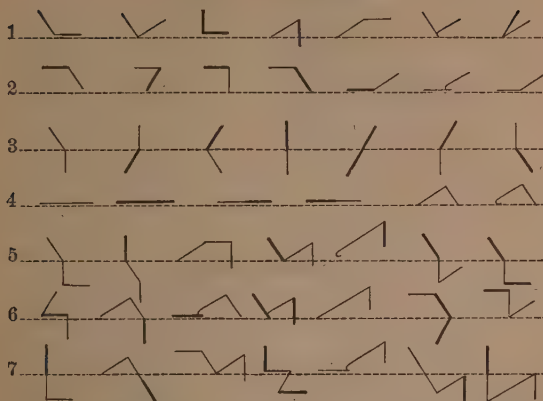
3. When two or more consonants are joined together, they must be written without raising the pen, the second stroke beginning where the first ends, the third where the second ends, and so on. (Line 1, Reading Exercise.)

4. When a horizontal stroke begins a combination and is followed by a descending one, the horizontal sign is written above the line, so as to permit the descending one to rest on the line. When a horizontal stroke is followed by an ascending one, the horizontal sign is placed on the line so as to permit the ascending one to rest on the line when the combination is complete. (Line 2.)

5. In combinations of two downward strokes, the first rests upon the line, the second goes below it. (Line 3.)

6. When horizontal strokes are joined, they rest upon the line. (Line 4.)

READING EXERCISE.



7. In the Writing Exercise below, each group of two, three, or four signs, as indicated by the hyphen, must be formed in accordance with the rules as stated in ¶¶ 3, 4, 5, and 6.









WRITING EXERCISE.

1. T-gay, p-gay, p-p, p-b, gay-t, chay-j, ray-chay.
2. ray-gay, hay-t, chay-ray, p-d, d-chay, j-p, b-p, d-t.
3. gay-t-p, p-d-gay, b-k-chay, t-ray-chay, t-p-gay.
4. k-hay-d, k-p-ray, gay-b-chay, j-p-ray, k-j-b, hay-t-ray.
5. hay-ray-t, t-ray-p, ray-chay-gay, hay-k-t, d-k-b.
6. b-p-ray, t-chay-ray, t-p-d, b-d-k-gay, t-t-ray-p.
7. d-ray-b-k, ray-t-chay-k, k-t-b-ray, p-k-d-ray.

CHAPTER II.

CONSONANT ALPHABET.

PART II.

Letter	Sign	Pronounced	As in
<i>F</i>		ef	<i>fan, muff</i>
<i>V</i>		vee	<i>vane, knave</i>
<i>TH</i>		ith	<i>think, lath</i>
<i>TH</i>		thee	<i>thy, lathe</i>
<i>S</i>		ess	<i>sip, fuss</i>
<i>Z</i>		zee	<i>zeal, buzz</i>
<i>SH</i>		ish	<i>she, fish</i>
<i>ZH</i>		zhee	<i>vision, azure</i>

8. It will be observed that *f* and *v* correspond in direction to the straight signs *p* and *b*; *ith*, *the*, *s* and *z* to *t* and *d*; and *ish* and *zhe* to *chay* and *j*. These eight signs are all struck downward. What was said in ¶ 2, relating to the best method of mastering the straight letters, applies with equal force here.

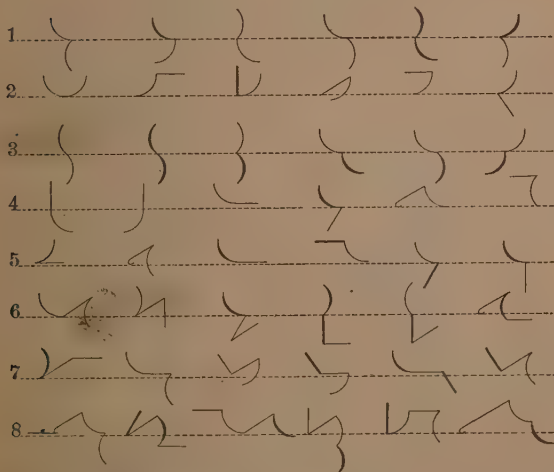
9. In certain rare groupings, to secure a better combination, *ish* may be written upward. When standing

alone, however, it is always written *downward*. (Line 2, Reading Exercise.)

10. When two curves are joined, an angle must be formed between them, except in such pairs as *ith-s* and *the-z*, where the second curve is a continuation of the first in the opposite direction. (Lines 1 and 3.)

11. Between a straight and a curved consonant, an angle is likewise necessary, except in such pairs as *t-f*, *t-ish*, *f-k*, etc. (Line 4.)

READING EXERCISE.



12. *Ish* will be struck downward whenever it occurs in the Writing Exercise following :









WRITING EXERCISE.

1. v-f, ish-v, ith-z, z-f, v-s, zhe-ish, ith-f, z-s, ish-z, ith-t.
2. f-gay, d-f, ish-gay, ray-zhe, hay-v, gay-ish, ish-ray.
3. v-chay, d-ith, the-t, p-v, zhe-ray, ith-ray, hay-ish.
4. ith-v, s-k, v-gay, z-ray, j-v, ish-b, p-zhe, p-ish, ish-f.
5. d-v-t, gay-v-t, ray-ish-k, f-ray-j, ish-ray-f, hay-f-ith.
6. k-v-ish, ith-ray-z, z-ray-f, hay-s-t, d-ray-v, s-k-k.
7. chay-ray-the, k-ish-s, v-d-k, s-gay-b, f-ray-d, k-f-d.

CHAPTER III.

CONSONANT ALPHABET.

PART III.

Letter	Sign	Pronounced	As in
<i>L</i>	 (up)	el	leap, doll
<i>Y</i>	 (down)	yay	yet
<i>R</i>		ar	far
<i>W</i>		way	wave
<i>M</i>		em	may, aim
<i>MP</i> <i>MB</i>		emp emb	camp, ember
<i>N</i>		en	note, ton
<i>NG</i>		ing	long

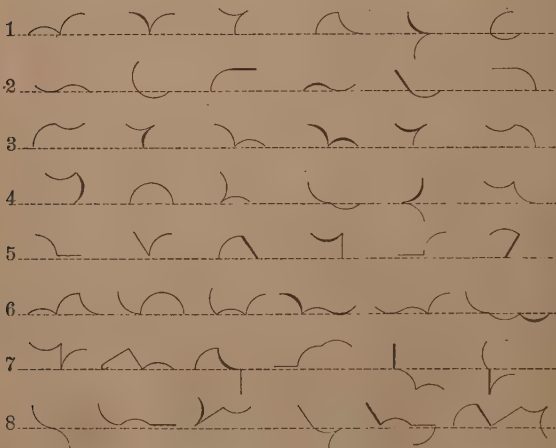
13. In the above list of consonants, *l* corresponds in direction to the straight letters *ray* and *hay*; *yay* to the straight stroke *j*; *ar* and *way* to *p* and *b*; and *m*, *emp* or *emb*, *n* and *ing* to *k* and *gay*.

14. As indicated above, *l* when standing alone is always written *upward*. In combination with other consonants, it may also be written downward. Thus, like *ish*, it may

be struck in either direction when joined to another letter. Rules for the use of *l* will appear later. (Line 1, Reading Exercise.)

15. Here, again, certain combinations of curves, also straight and curved letters, such as *m-n*, *n-m*, *p-n*, *l-k*, etc., are made without an angle being formed between the strokes. (Line 2.)

READING EXERCISE.



16. Wherever *l* appears in the following exercise, it must be written upward.

WRITING EXERCISE.

1. l-ing, ar-l, way-m, ar-emb, n-ing, m-emp, l-way.
2. m-ar, l-l, v-m, the-emp, s-n, z-ing, n-v, n-s, f-yay.

3. f-ing, m-ith, emp-l, f-ar, s-emb, z-m, m-n, ing-m.
4. yay-l, ish-ing, l-the, n-b, l-chay, chay-m, n-j, ish-l.
5. ing-k, ray-ing, hay-l, t-l, emb-ray, m-chay, p-ing.
6. t-ar, k-emb, n-gay, b-m, t-ing, way-k, p-yay, ar-ray.
7. chay-emp, hay-way, chay-l, way-ray, p-m, d-l, v-p.
8. l-f-t, f-l-j, m-k-n, way-gay-ing, hay-t-l, s-t-m, k-zhe-ar.
9. yay-k-m, v-n-ing, gay-l-t, m-ray-d, n-f-m, m-n-f.
10. n-v-m, l-ith-emp, ar-m-f, v-l-m, m-zhe-ar, s-l-m.
11. v-k-b-l, n-t-m-ray, k-l-p-ray, l-z-n-n, p-k-l-b, n-s-t-t.

CHAPTER IV.

LONG VOWELS. THE HEAVY DOTS.

17. The long vowels are six in number, three of which are presented in this lesson. The first three long vowel sounds are:

\overline{E} as in *eat*

\overline{A} as in *ate*

\overline{AH} as in *alms*

18. These sounds are represented by a *heavy* dot, placed respectively at the *beginning*, *middle*, and *end* of any consonant; thus,

\overline{E}

\overline{A}

\overline{AH}

19. The vertical stroke used in the above illustration, while it corresponds to the letter *l*, is intended to represent any consonant stroke. The dots are written close to, but must not touch, the stroke.

20. The vowel *e*, written at the *beginning* of the stroke, is called a *first-place* vowel; *a* at the *middle*, a *second-place* vowel; *ah* at the *end*, a *third-place* vowel. It will be observed, therefore, that vowel place is reckoned from the *beginning*, not from the top, of a stroke. On an up stroke, such as *l*, the vowels would appear thus:

\overline{E}

\overline{A}

\overline{AH}

21. A vowel placed to the *left* of an upright or slanting stroke, or *above* a horizontal stroke, is read *before* it; when placed to the *right* of the former, or *below* the latter, it is read *after* it; thus,


eat


ache


pay


key

POSITION FOR SINGLE CONSONANT WORDS.

22. When the vowel in a word is a *first-place* vowel, the consonant, if upright or slanting, is written half the length of a *t* above the line; if horizontal, the consonant is written a full length of a *t* above the line. Note examples below. Such words are said to be written in the *first position*.


bee


eel


eke


me

23. When the vowel in a word is a *second-place* vowel, the consonant, whether upright or slanting, or horizontal, rests *on the line*, as in the examples below. Such words are said to be written in the *second position*.



age


hay


aim


gay

24. When the vowel in a word is a *third-place* vowel, the consonant, if *upright* or *slanting*, is written half way *through the line*; if *horizontal*, the consonant is written immediately *below the line*, as in the examples following. Such words are said to be written in the *third position*.


pa


ma

25. In the Writing Exercise following, each word must be written in its proper position with reference to the line, in accordance with ¶¶ 22, 23, and 24.

WRITING EXERCISE.

1. Tea, fee, knee, pea, ease, may, ace, bay, ale, aid, lay.
2. Say, day, Eve, way, neigh, she, ape, each, see, yea, Lee.
3. Nay, eat, ate, ache, fay, jay, they, fa, la, shah.

CHAPTER V.

LONG VOWELS. THE HEAVY DASHES.

26. The remaining three long vowel sounds are:

\overline{AW} as in *awl*

\overline{O} as in *ode*

\overline{OO} as in *ooze*

27. These sounds are indicated by a *heavy* dash, and are treated in precisely the same manner as the heavy dot vowels in the preceding lesson. The dashes are struck at right angles to the consonant, but, again, must not touch it; thus,

\overline{AW}

\overline{O}

\overline{OO}

RULES FOR PLACING VOWELS BETWEEN TWO CONSONANTS.

28. FIRST-PLACE vowels are written *after* the *first consonant*. (Line 1, Reading Exercise.)

29. SECOND and THIRD-PLACE vowels are written *before* the *second consonant*. (Lines 2 and 6.)

POSITION FOR ONE SYLLABLE, TWO
CONSONANT WORDS.

30. The first consonant, if a vertical or slanting one, is written in the position of the vowel sound. (Lines 1 and 4.)

31. If the first consonant is a horizontal one, followed by a downward or upward stroke, the horizontal letter must be written so as to permit the downward or upward stroke to rest in the position of the vowel sound. (Lines 2 and 5.) In other words, in such combinations, the *vertical* or *slanting* stroke must conform to the position of the vowel sound, and is, therefore, the controlling one in the word.

RULES FOR THE USE OF *L*, *AR* AND *RAY*.

PART I.

INITIAL *L* AND *R*.

32. Upward *l* is used in all words *beginning* with the sound of *L*. (Line 3.)

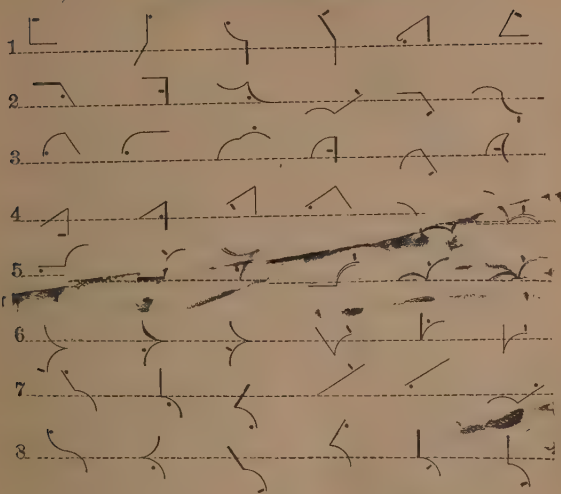
33. *Ray* is used in all words *beginning* with the sound of *r*, except when followed by *m* or *emp*, when *ar* is preferred. (Line 4.)

FINAL *L* AND *R*.

34. Upward *l* is used after all consonants, except *ray*, *f*, *v*, and *n*, when downward *l* is preferred. (Lines 5 and 6.)

35. *Ar* is used after all consonants, except *ray*, *hay*, *m*, and *emp*, when *ray* is preferred. (Lines 7 and 8.)

READING EXERCISE.



36. The student must see to it that every word in the following exercise conforms to the foregoing rules, both as to position and the use of *l*, *ar* and *ray*. The consonant form, or *outline*, as it is called, must be completed before the pen is raised to insert the vowel.

WRITING EXERCISE.

1. Tall, daub, balk, peak, sheep, wreath, sheaf, Paul.
2. Poke, coke, pope, shake, goat, game, vogue, paid.
3. Coop, boom, palm, doom, food, balm, tomb, tooth.
4. League, loom, lake, loam, laud; rage, rogue, rood,

5. Rake, ream; ball, deal, pail, meal, kneel, fail, veal.
6. Gale, jail, toll, shawl, shoal, zeal; tar, czar, pair.
7. Bore, jeer, fair, shore, lore, rare, mare, tier, far, poor.
8. Name, comb, theme, shame, bathe, beech, meek.
9. Maim, coal, cape, joke, booth, peep, babe, bake, folk.
10. Fame, heap, nome, loath, shade, foal, beet, leaf.
11. Loop, robe, page, keep, lave, boat, choke, boot.
12. Beak, reach, chore, loaf, toad, heat, cheek, cheap.

WORD-SIGNS.

37. Many words occur so frequently in ordinary speech that it is neither desirable nor necessary to give them complete expression, but, instead, some part of the shorthand form may be selected to represent the whole. This partial representation may be in the nature of either a consonant or vowel sign. The abbreviated form thus employed is called a *word-sign* or *logogram*. In addition to the word-signs embraced within the above statement, we likewise include under this heading all single consonant words which, unvocalized, are written out of their natural position.

38. The ten signs below, as will be noted, are but the vowel expression of the words for which they stand. The heavy dash signs, for convenience, are called *ticks*, and each is given the name of the consonant whose direction it takes. Thus, *all* and *too* or *two* are *b-ticks*; *already*, *before* and *owe* or *oh*, *d-ticks*; and *ought* and *whom*, *j-ticks*.

1. the a, an ah all too, two

2. already before oh, owe ought who-m

39. These word-signs must be mastered and then applied in writing the Sentence Exercise which follows. All other words in this and subsequent sentence exercises must be written in full, except those in italics, which are to be written in the position of the vowel sound, but with the vowel sign omitted.

SENTENCE EXERCISE.

1. Joe bought a sheep. 2. Eat all the meal. 3. *They may see* the mail. 4. *They* all *know* the way. 5. Paul *may* feed the two sheep. 6. *They* all came before tea. 7. Mame bought a wreath, too. 8. Oh, *see, she may* fall. 9. Jake already *saw* the poor show. 10. Lee *may* take the boat too far. 11. May *saw* the thief take all the rope. 12. *They* who pay *me* all *they* owe *me may see* the ball game.

CHAPTER VI.

SHORT VOWELS. THE LIGHT DOTS.

40. Like the long vowels, the short vowels are six in number, three of which are treated in this lesson. The first three short vowel sounds are:

Ī as in *it*

Ē as in *edge*

Ā as in *at*

41. These sounds are represented by a *light dot*, placed, again, respectively at the *beginning*, *middle*, and *end* of a consonant, being designated *first-place*, *second-place*, and *third-place light dot* vowels; thus,

↓
Ī

↓
Ē

↓
Ā

42. The rules for writing these short sounds are the same as those which govern the long vowels. (Lines 1 and 2.)

POSITION FOR WORDS OF TWO OR MORE SYLLABLES

43. The first consonant, if a *vertical* or *slanting* one, is written in the position of the *vowel* in the *accented syllable*. (Line 3.)

44. If the first consonant is a horizontal one, followed by a downward or upward stroke, the horizontal letter must be so written as to permit the *downward* or *upward* stroke to rest in the position of the *vowel* in the *accented*

syllable. (Line 4.) In other words, the *first slanting* or *upright* stroke controls the position of a word, and the stroke's position is determined by the *accented* vowel sound.

RULES FOR THE USE OF *L*, *AR* AND *RAY*.

PART II.

INITIAL *L* AND *R* PRECEDED BY A VOWEL SOUND.

45. When *l* beginning an outline is preceded by a vowel sound and followed by a horizontal stroke, use the downward *l*; when followed by a down stroke, use the upward *l*. (Line 5.)

46. When *r* beginning an outline is preceded by a vowel sound, use *ar*, except when followed by the down strokes *t*, *d*, *chay*, *j*, *f*, *v*, *ith*, *the*, *s* or *z*: and the horizontals *n* and *ing*, when *ray* is employed. *Ar* is also used when it is the only consonant in a word and is preceded by a vowel sound. (Line 6.)

FINAL *L* AND *R* FOLLOWED BY A VOWEL SOUND.

47. When *l* ending an outline is followed by a vowel sound, use the upward *l* without exception. (Line 7.)

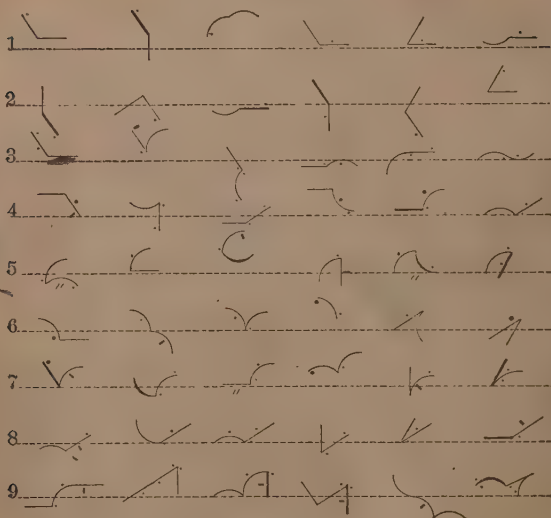
48. When *r* ending an outline is followed by a vowel sound, use *ray* without exception. (Line 8.)

MEDIAL *L* AND *R*.

49. In the middle of an outline, that is, between two other consonants, upward *l* and *ray* are generally employed, the only exception being that before *m* and *emp*, as heretofore, *ar* is always used. (Line 9.)

50. Two parallel light ticks underneath a word, as in Line 5, indicate a proper name.

READING EXERCISE.



WRITING EXERCISE.

1. Pitch, rip, ship, nip, big, pith, bill, tip, ditch, fib.
2. Fell, fed, leg, wretch, dell, keg, gem, deck, jet, debt.
3. Lamp, batch, Jack, cap, pad, chap, lap, lash, pap, gap.
4. Mattie, pity, shabby, Adam, chatty, Emma, lady.
5. Elbow, Elsie, elm, ilk, ear, orb, Arab, army, air, earl.
6. Rally, fellow, delay, chilly, mellow, Billy, Nelly.
7. Parry, Mary, harrow, berry, Peary, barrow, vary.
8. Charity, Erminie, parch, hearty, mark, farm, charm.

CHAPTER VII.

SHORT VOWELS. THE LIGHT DASHES.

51. The three remaining short vowel sounds are:

Ō as in *odd*

Ū as in *up*

ŌŌ as in *took*

52. These sounds are indicated by a *light dash*, being called respectively *first-place*, *second-place*, and *third-place light dash* vowels; thus,

Ō

Ū

ŌŌ

53. Here, again, the rules are the same as those which have prevailed in the foregoing vowel exercises. (Reading Exercise.)






























READING EXERCISE.

1						
2						
3						
4						
5						

WRITING EXERCISE.

1. Lock, mock, rob, fog, shock, pod, chop, dock, dot.
2. Rug, fur, tuck, lump, nudge, dug, dumb, love, jug.
3. Bush, nook, shook, took, hood, botch, numb, pug.
4. Pop, puck, bog, thumb, dodge, tongue, Dutch, junk.
5. Folly, Lottie, muddy, lucky, Polly, body, atom, copy.
6. Motto, money, oddly, olive, volley, mummy, cooky.
7. Molly, chubby, porridge, dummy, Gotham, polish.

WORD-SIGNS.

1										
	and	of	to	or	but	on	should	he, him	hope, happy,	party
2										
	be, object	to be	it	dollar	do	had, advertise	which			
3										
	much	advantage	large	are	will	whole	for	half		

54. The light dash signs are again called *ticks*, and each is given the name of the consonant whose direction it follows. Thus, *of* and *to* are *p-ticks*; *or* and *but*, *t-ticks*; *on* and *should*, which are struck up, are *ray-ticks*; *he* or *him*, *chay-tick*, because it is struck down. The other signs are described as follows: *Hope*, *happy*, or *party*, *p*³; *be* or *object*, *b*²; *to be*, *b*³; *it*, *t*²; *dollar*, *d*¹; *do*, *d*²; *had* or *advertise*, *d*³, etc. The small figures adjoining the letters indicate the position of the word-sign, 1 signifying *first-position*; 2, *second-position*; 3, *third-position*. This method of describing the word-signs is adhered to throughout the book.

SENTENCE EXERCISE.

1. Who took the book? 2. The dog lay on the rug.
3. Jack *may* feed the pig all the chop. 4. He ought to *go* to the large factory. 5. To whom should he *go* for a lamp? 6. Harriet will be the belle of the party. 7. Take the copy book to Mattie or Emma. 8. The wreck of the ship lay on the beach. 9. He should lock the door of the academy. 10. *If* he *may* take a nag and a buggy, he will *go* to the show. 11. *They* all hope to be *in* the village on the day of the party. 12. The object should be to advertise the party on *each* day of the month. 13. *They* owe too large a bill already, but *they* hope to pay it before long. 14. He will borrow half the money which *they* keep *in* the bank. 15. Emma and Anna are happy, for *they may each* take a dollar and *go* to the academy.

CHAPTER VIII.

DIPHTHONGS.

55. The diphthongs, or double vowel sounds, are four in number, as follows:

\bar{I} as in *ice*

$O\bar{I}$ as in *oil*

\overline{OW} as in *owl*

\bar{U} as in *use*

56. These sounds are represented in the following manner:

\bar{I}

$O\bar{I}$

\overline{OW}

\bar{U}

57. The diphthong signs are either *first* or *third* place, there being no second place sounds.

58. Whenever the combination will permit, the diphthong may be joined to the consonant to which it is written. When joined in this way, *u* may open in any direction. (Line 2, Reading Exercise.)

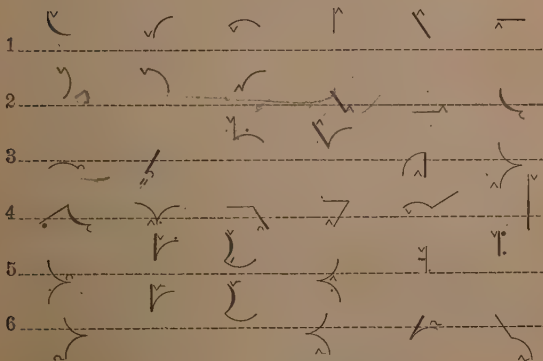
59. When two vowel sounds occur between two consonants, the first one sounded is written after the first consonant, and the second before the second consonant, without regard to the position of the vowels. (Line 5.) This rule does not disturb the rules for the writing of a *single* vowel between two consonants, given in ¶¶ 28, 29.

60. When two vowel sounds occur on the same side of a consonant, either at the beginning or end of a word,

write that one nearer the consonant which sounds next to it. (Line 5, last two words.)

61. When a diphthong is followed by an *unaccented* vowel sound, the *triphthong* thus produced may be written as shown in Line 6. This unaccented vowel may always be called *ē*.

READING EXERCISE.



WRITING EXERCISE.

1. Rye, tie, vile, mile, Nile, pipe, type, defy, shy, empire.
2. Roy, joy, toil, foil, coil, annoy, envoy, enjoy, voyage.
3. Vow, row, vouch, pouch, thou, out, gout, rout, owl.
4. Sue, few, pew, cue, use, mule, puma, tube, feud.
5. Rhyme, file, lime, thigh, diet, China, loyal, royal.
6. Isaac, fewer, Jewish, bower, noisy, endow, duel.
7. Viola, outlay, bureau, fury, outrage, beauty, mightily.
8. Purify, occupy, lifetime, ramify, revile, recoil, allure.

WORD-SIGNS

1								
	I,eye	you	how	give-n	together	ago	ever	have
2								
	however	think	thank,	thousand	them	though	was	
3								
	wish	shall	issue	your	am	now	new	

SENTENCE EXERCISE.

1. I *saw* the coil of rope on your bureau. 2. Will you vouch for *each* item *in* the bill? 3. Give them an *hour* to enjoy the view. 4. *In* view of all I have given you, you annoy *me* too much. 5. I will give you *my* new bureau for your couch. 6. The noisy boy took the advantage of *us*. 7. Do you think the assignee will defy the duke? 8. Shall I occupy the lounge for an *hour* or two? 9. The Jewish king should ever be loyal to the empire. 10. How do you think the boy will enjoy the voyage? 11. The two together will hitch the mule to the coach and *go* a mile. 12. He took a voyage on the Nile a long *time* ago. 13. It will, however, be to your advantage to have *my* view of the outrage. 14. I wish to thank you now for the joy you have given *me*. 15. It was *my* idea to have you advertise *in each* issue of the daily.

CHAPTER IX.

THE PRINCIPLE OF PHRASING.

62. By phrasing is meant the joining together of two or more words without raising the pen, thereby securing greater facility in writing. Phrasing is confined chiefly to word-signs, and can be employed with them only when the characters join easily. Words must not be joined which are not connected grammatically.

63. As a rule, the first word of a phrase must be put in its proper position, each succeeding word following in its natural direction. In a few instances, to prevent confusion, it is necessary to see to it that both the first and second words of a phrase are in position. (Line 1, Reading Exercise.)

64. *I* may be indicated at the *beginning* or *middle* of a phrase by writing only half of the diphthong sign, using the downward half before horizontal and up strokes, and the upward half before down strokes. (Line 2.)

65. *The* at the *middle* or *end* of phrases is expressed by a *tick* struck in the direction of *chay* or *ray*, sometimes *p*. It should be struck in the direction which forms the sharpest angle with the consonant which it follows. (Line 3.)

66. *A* or *An* at the *middle* or *end* of phrases is expressed by a *tick* made in the direction of *k*. Unless the *k-tick* makes a good angle with the preceding stroke, *a* or *an* should not be phrased. (Line 4.)





































67. *And* may be indicated at the *beginning* or *middle* of phrases by a *k-tick*. *And* does not control the position of the phrase which it introduces, but conforms to the

position of the following word. *And-the* and *and-a* are phrased as shown in Line 5, last two phrases.

68. *He*, like *and*, should accommodate itself to the following word, when necessary.

69. In the Reading Exercise of this and succeeding lessons, the lines are inserted for only first and third-place words. When the lines are absent, the words will be regarded as being in *second-place*.

READING EXERCISE.

1						
2						
3						
4						
5						
6						

70. In this and succeeding lessons, phrase all words connected by a hyphen.

WRITING EXERCISE.

1. I-may, I-do, I-will-have, I-think-so, I-think-they.
2. If-the, see-the, know-the, but-the, all-the, on-the.
3. Be-a, saw-a, do-a, or-a; and-for, and-they, you-and-I.
4. You-may, you-will, do-you, have-you, see-you.

5. Will-you, you-*may-know*; he-*may-go*, to-do, to-go.
 6. For-them, *in-them*, *if-they*, it-*may*, *if-you-will*.
 7. *In-which-way*, I-will-do, to-the, on-them, &-Co.*

WORD-SIGNS

- 1 common come, accompany usual-ly hear, here, her
company year
- 2 why away any own important-ce improve-ment
may-be
- 3 thing young language

SENTENCE EXERCISE.

1. I-will accompany-you to-the ship. 2. It-may-be-a year or two before *they* come. 3. You-should improve your language. 4. It-will-be to-your advantage to hear her. 5. Do-you think it a common thing to-have-them here? 6. You-*may take away at-any-time* the book you own. 7. Why do-you give the bouquet to-the young lady? 8. *They* usually come here *each day* in-the year. 9. I-shall-be happy to-go any *day* you wish. 10. I-hope-you-will-be ready to accompany *me at-the usual hour*. 11. It-was-a common thing to hear her laugh aloud. 12. Give them the young dog, and-*they-will-be* happy. 13. I-hope-you-will come back *in-a day* or two. 14. I-wish to thank-you for-the book. 15. I-hope you-and-I may-be *in-time* to accompany them to-the party.

* To make the phrase & Co., and in this instance is a *t* tick. The word-sign for *company* occurs in the above list.

CHAPTER X.

THE CIRCLE S OR Z AT THE BEGINNING AND
END OF WORDS.

71. A small circle, called *iss*, represents the sound of *s* at the *beginning*, and the sound of *s* or *z* at the *end* of words. It is written on the *right* side of *down* strokes, on the *upper* side of *horizontal* and *up* strokes, called the *circle side*, and on the *inside* of curves. (Lines 1 and 2, Reading Exercise.)

72. These forms should be pronounced *iss-p-iss*, *iss-b-iss*, *iss-t-iss*, *iss-d-iss*, *iss-chay-iss*, *iss-j-iss*, etc. The *iss* circle rarely precedes *hay*, but may do so in the manner indicated.

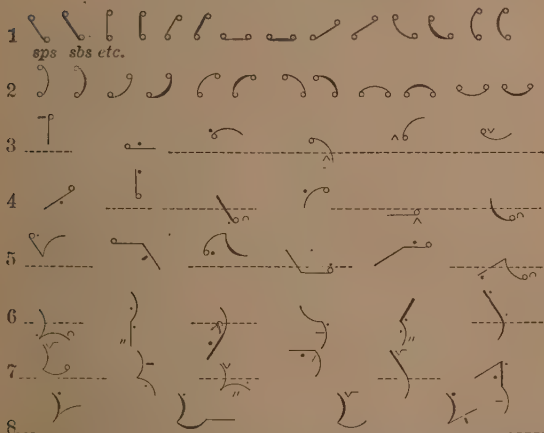
73. A consonant with a circle or circles is vocalized in the same manner as a simple stroke, the *circle* being invariably read *first* at the *beginning*, and *last* at the *end* of a word. Vowels cannot be written on a circle, but must be placed with reference to the stroke as heretofore. Therefore, when a circle *introduces* an outline, it is the *first* thing to be read; when it *terminates* an outline, it is the *last* thing to be read. (Lines 3, 4, and 5.)

74. From the preceding statement we must infer, therefore, that when *s* at the *beginning* of a word is *preceded* by a vowel sound, or *s* at the *end* of a word is *followed* by a vowel sound, the stroke *s* must be employed. (Line 6.)

75. Again, when *s* at the *beginning* of a word is *followed* by *two* vowel sounds, or at the *end* of word is *preceded* by *two* vowel sounds, the stroke *s* must be used. (Line 7.)

76. Since at the beginning of a word the circle represents the sound of *s* only, it is necessary to use the stroke *z* in words introduced by the sound of *z*. (Line 8.)

READING EXERCISE.



77. In the Writing Exercise following, the student will use the *iss* circle in all words in Lines 1 to 7 inclusive. The words in Lines 8 and 9 fall under ¶¶ 74, 75, and 76.

WRITING EXERCISE.

1. Seed, seek, sing, side, city, sight, sack, soon, sad.
2. Sash, south, such, sorrow, sieve, spy, Soho, sway.
3. Peace, toss, dies, rise, house, Bess, wise, laws, tax.
4. Pass, mix, arise, amaze, fuse, ours, lose, hiss, gas.

5. Sons, seals, suffice, source, sacks, snows, sags, stys.
6. Scheme, Scotch, sleep, simply, spike, skip, search.
7. False, revise, righteous, reduce, likewise, police.
8. Seance, Jewess, ask, eschew, Ezra, essence, assays.
9. Juicy, pussy, Lizzie, racy, daisy, Zeno, beauteous.
10. Sear, muss, safes, safety, atlas, acid, zodiac.

CHAPTER XI.

THE CIRCLE *S* OR *Z* BETWEEN TWO
CONSONANTS.

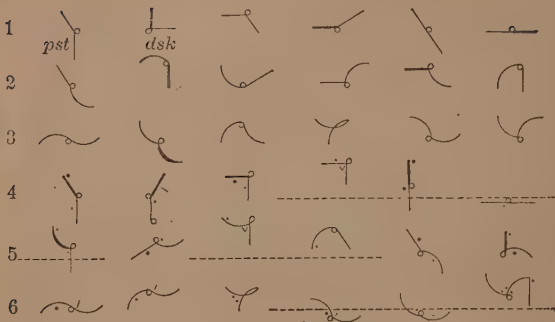
78. Between two straight consonants forming an angle, the *iss* circle is written *outside* of the *angle*. Between two straight strokes that form no angle, the circle is written in the same manner as on a single consonant. (Line 1, Reading Exercise.)

79. Between a straight and a curved consonant, the circle is written on the *inside* of the *curve*. (Line 2.)

80. Between two curves, the circle is written in the most convenient way, but generally in the *first* curve. (Line 3.)

81. The placing of the vowels is again undisturbed by the forming of a circle between two consonants. The vowel or vowels written to the first consonant must be read before the circle; the vowel or vowels written to the second consonant must be read after the circle. In other words, the circle is the last thing to be read after the first consonant with its vowel or vowels, and the first thing to be read before the second consonant with its vowel or vowels. (Lines 4, 5, and 6.)

READING EXERCISE.




















WRITING EXERCISE.

1. Decide, receipt, exceed, disobey, Tuesday, bestow.
2. Desire, music, excel, lusty, wayside, chisel, misery.
3. Vessel, muscle, nuisance, Sampson, listen, pencil.
4. Receive, excuse, discuss, dispose, dispatch, deposit.
5. Augustus, Mexico, Cincinnati, despair, audacity.
6. Caustic, gospel, sagacity, custody, repository, dislike.
7. Maxim, dissolve, disarm, specify, maximum, vestige.
8. Resolve, message, egotism, castle, offset, spasms.
9. Succeed, gossip, answer, expel, disguise, instil.
10. Cancel, insanity, resume, officer, velocity, physiology.

82. The *iss* circle may be attached to any word-sign previously learned, or to any that may follow, in order to add the sound of *s* to the word represented by the sign; thus, *p³-iss* expresses *hopes* or *parties*; *gay¹-iss* forms *gives*; *k²-iss*, *comes*, etc. *S* is thus attached freely to

form the plural number or possessive case of nouns, or the third person singular of verbs.

WORD SIGNS.

1							
	is	as	speak	spoke	subject	satisfy	religious
	his	has	speech	special-ly			
2							
	because	signify	several	this	those	similar	
			Savior		thus		
3							
	impossible-ility	influence	commence	single-y			
			hence				

SENTENCE EXERCISE.

1. *Such-a* sight is rare *in-this* city. 2. Esty seems to be as religious as Jessie. 3. His sons will signify a desire to visit several cities. 4. He spoke of-his desire to-make several improvements *in-his* speech. 5. It-is impossible to influence the Czar to reside *in* Mexico. 6. *In no* single case was-the justice false to-his duty. 7. Those two boys have similar tasks to-do on Saturday. 8. The noise *in-the* house *became* a nuisance, hence his desire to move away. 9. This is-the special message which *came* on Sunday. 10. He-will rise to discuss the subject as *soon* as-the judge *takes* his seat. 11. *If-you* wish to satisfy *us*, ask *our* advice *in-all* things. 12. The sailors will commence the voyage to-the south seas *some day* this month. 13. The officer should obey his superiors; thus, he-will-do his duty. 14. He-has *some* hope of receiving an answer to-his dispatch before *going* to Cincinnati. 15. The special police officer took him *in* custody, because of-his refusal to obey the laws.

CHAPTER XII.

THE CIRCLE SEZ.

83. In order to express *ss*, *sz*, *zs*, or *zz*, as heard in the syllables *sēs*, *sēz*, *zēs*, and *zēz*, the *iss* circle is made twice its natural size, as shown in Line 1 of the Reading Exercise. These words read *pose*, *poses*; *case*, *cases*; *rise*, *rises*.

84. This large circle is always pronounced *sez*, and any other of the syllables, as given above, will be readily suggested by the rest of the word.

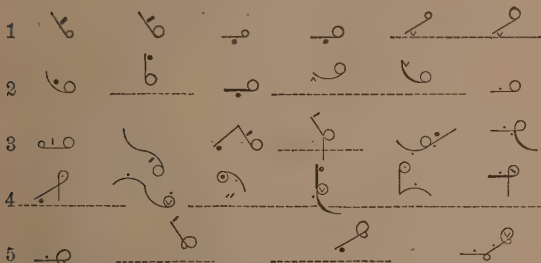
85. The *sez* circle may be written at the beginning, middle, or end of words, and is governed in every particular by the rules which have been provided for the use of the *iss* circle. (Lines 2 and 3.)

86. The short sound of *e*, as heard in *sēz*, prevails in possibly 99 per cent. of the syllables expressed by this large circle, but there are a certain number of syllables, such as *sīs*, *sēz*, *sōs* *cīze*, etc., in which some other vowel than the short *e* appears. To express this particular sound, the vowel sign is written inside the circle, and as this vowel is usually a *first-place* sound, there arises no confusion in reading the word. (Line 4.)

87. The short *e* in *sez*, even though accented, does not control the position of the word, the first *expressed* vowel, in such cases, being the governing one. If the vowel in the large circle is any other sound than the prevailing short *e*, and is accented, it controls the position of the word. The words *possessed* in the third, and *exhaust* in the fourth line, illustrate this.

88. The sound of *s* following *sez*, as in the word *excesses*, first in Line 5, is expressed by continuing the large circle into a small circle on the other side of the consonant.

READING EXERCISE.



89. It is necessary to caution the student, in preparing the words below, to exercise care that the *sez* circle is made large enough to prevent confusion with the *iss* circle. It is better to make the large circle more than twice the size of the small one, rather than less.

WRITING EXERCISE.

1. Paces, doses, chases, kisses, losses, loses, chooses.
2. Amazes, causes, cheeses, juices, imposes, appeases.
3. Mosses, pieces, arises, fuses, races, sources, thesis.
4. Census, Texas, hisses, exist, successor, desist, subsist.
5. Necessity, emphasis, analysis, Mississippi, possessive.
6. Accessory, incisive, nuisances; successes, emphasizes.

CHAPTER XIII.

THE LOOPS *STEH* AND *STER*.

90. The combination *st* at the *beginning* and *middle* of words, and *st* or *zd* at the *end* of words, is expressed by lengthening the *iss* circle into a narrow loop one-third to one-half the length of the consonant stroke. This loop is pronounced *steh*.

91. By enlarging the *steh* loop into a broader loop, two-thirds the length of the stem, the sound of *r* is added, producing the syllable *ster*. This loop is used mainly at the *end* of words, rarely in the middle, and never at the beginning.

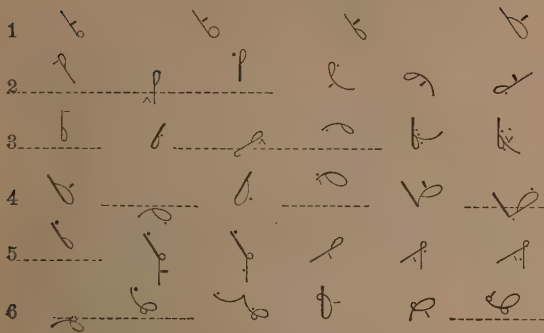
92. The relative size and form of the circles *iss* and *sez* and the loops *steh* and *ster* are shown in Line 1 of the Reading Exercise, which reads *pose*, *poses*, *post*, and *poster*.

93. The rules for the use of the *iss* circle, and also for the vocalizing of words with the circle, apply in every detail to the writing of the *steh* and *ster* loops. *Steh* at the beginning of an outline must, therefore, be read first, and *steh* and *ster* at the end of an outline must be read last. (Lines 2, 3, and 4.)

94. We conclude, then, that when a vowel sound begins or ends a word, we cannot employ these loops; likewise, when a vowel sound appears between the *s* and *t*, we cannot use the loop *steh*, but must resort to *iss-t*. (Line 5.)

95. The sound of *s* following *st* or *str* is expressed by carrying the loop across the stem into a circle. (Line 6.)

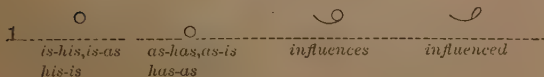
READING EXERCISE.

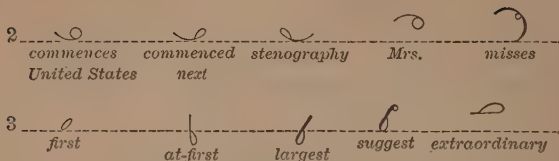


WRITING EXERCISE.

1. Steep, state, stage, steal, stool, stitch, steer, stump.
2. Steam, slood, study, stall, stamp, statue, stare, sting.
3. Toast, chest, gust, accost, guest, baste, roused, list.
4. Aroused, yeast, dust, rest, west, host, nest, laced.
5. Sterling, mystify, earnest, invest, molest, reduced.
6. Perused, detest, disgust, dishonest, enlist, justify.
7. Digest, forest, August, elastic, artistic, statistics.
8. Pester, muster, Chester, faster, Worcester, Hester.
9. Pastor, minister, gamester, register, disaster, disturb.
10. Posts, joists, guests, exits, coasters, investors.

WORD AND PHRASE-SIGNS





SENTENCE EXERCISE.

1. The noises *in-the* houses are excessive. 2. His steed goes *just* as fast as his master's. 3. The first storm *in* August caused much disaster. 4. The jests of-the jester seem to disturb the chorister. 5. As-is usual, I-must suggest *some* improvements *in* stenography. 6. The Misses West are the guests of Mrs. Smith of Chester. 7. His beast is-as large as-the largest *in-the* state. 8. The pastor and-the barrister rode together to Worcester. 9. Hester was influenced *by* her host to invest her excess of money. 10. Forests of extraordinary size exist *in-the* United States west of-the Mississippi. 11. I-have *just* commenced the next step *in-the* analysis. 12. It is necessary, at-first, to emphasize the importance of-this system. 13. The dishonesty of-the impostor first aroused the disgust of-the minister. 14. He seems disposed to assist *in taking-the* census of-the United States next year. 15. You-must study stenography *in* earnest *if-you* wish to-make a success of-it.

CHAPTER XIV.

THE SEMICIRCLE AND HOOK *w*, AND THE SEMICIRCLE *y*.

96. The sound of *w* at the beginning of a word, and sometimes in the middle, when *w* introduces a syllable, is expressed by a small semicircle, opening either to the *right* or *left*, on every letter of the alphabet, except *l*, *ray*, *m*, and *n*, on which consonants the *w* is represented by a small hook. Before *s* and *z* the semicircle is never used, but instead *way-iss* is preferred. Neither semicircle nor hook *w* is written before *ar*. (Lines 1 and 2, Reading Exercise)

97. The sound of *y*, under the same conditions as those stated for *w*, is expressed by a small semicircle, opening either *up* or *down*, on any letter of the alphabet, except, again, *s* and *z*, where it is better to use the stroke *yay* and the circle *iss*. (Lines 3 and 4.)

98. The semicircle and hook for *w* are called *weh*, the semicircle for *y* is called *yeh*. These forms for *w* and *y* are always read first, the vowels and consonant strokes in proper order, as usual. (Lines 5, 6, and 7.)












99. These brief signs are used, therefore, in all words beginning with the sound of *w* or *y*, except when *w* or *y* is followed by two vowel sounds, when the stroke *way* or *yay* must be employed. Likewise, when a vowel introduces a word, the stroke form must be used. (Line 8, words 1 and 2.)

WRITING EXERCISE.

1. Web, widow, wood, wife, woof, wages, weep, weak.
2. Wig, wipe, watch, wells, walls, willow, wily, ware.
3. Worry, weary, won, wean, Wayne, wealthy, welcome.
4. Worthless, worthily, wordy, warehouse, weariness.
5. Yale, Yeddo, youth, Utah, York, yelp, yellow, yawn.
6. Yam, Yankee, weigher, awoke, oyer, DeWitt.
7. Unyoke, unworthy, Europe, welfare, window, worse.
8. Sweet, swab, swag, suave, swathe, swale, swallow.
9. Swore, swarthy, swoon, swain, swim, swings, swamp.

102. In phrases the *weh* hook on *l*, *ray*, *m*, and *n*, may represent *we* or *with*, as in *we-will*, *we-are*, *we-may*, *with-me* or *with-my*, etc., shown in Word and Phrase-Signs following. These *w* hook forms are pronounced *wěł*, *wěŕ*, *wěm*, and *wěn*. Such phrases generally take the position of *we* or *with*, which are first-place, except that *we-may* is written on the line to avoid conflict with the phrases *with-me* and *with-my*.

WORD AND PHRASE-SIGNS

1								
	<i>we</i>	<i>were</i>	<i>what</i>	<i>would</i>	<i>yé</i>	<i>yet</i>	<i>beyond</i>	<i>while</i>
	<i>with</i>							<i>we-will</i>
2								
	<i>we-are</i>	<i>where</i>	<i>aware</i>	<i>when</i>	<i>with-me</i>	<i>we-may</i>		
					<i>with-my</i>			

SENTENCE EXERCISE.

1. We-will wait for-the yacht to-come. 2. As we-are aware, the youth wins his wages *by* honest work. 3. *One* of-the Yankees rode to-the willows beyond Wayne. 4. Would you like to-*go* to York with-me on Wednesday? 5. We-may *go* to Europe with-the wealthy widow. 6. When do ye think the Swede will wed? 7. Mrs. Yates will *go* with-my son to Utah and Wyoming. 8. We *saw*-the swan swim on-the swelling waves. 9. Where is-the wool which we-were to-receive? 10. The boys *at* Yale yell when-*they* win a game. 11. What yet *must* we-do to be worthy of-your wealth? 12. While you-are away, we-will *take*-the youngsters to-the swing. 13. What-would you do *if*-we-were to-*go* with-you to-the yacht? 14. We-were weary of-the walk when-we *came up* to-the warehouse. 15. Wesley and DeWitt, two unworthy fellows, *took* too much of-the worthless wine.

CHAPTER XV.

THE ASPIRATE *H*.

103. When the sound of *h* introduces a word or syllable, and is followed by the consonant *k*, *gay*, *s*, *z*, *l*, *r*, *way*, *m*, or *emp*, it is expressed by a short tick, called *heh*, struck in the direction of *chay*. (Line 1, Reading Exercise.) The sound of *h* before any other letter than those here given is represented by the *hay* stroke. The tick *h* is invariably read first, and, therefore, cannot be employed in words which begin with a vowel sound. (Line 2.)

104. This tick may also precede the semicircle *weh* in such words as *wheat* and *Whig* (spelled phonetically *hwêt* and *hwig*), as shown in Line 3, first two words.

105. Before the *weh* hook on *l*, *ray*, *m*, and *n*, *h* is indicated by thickening the hook. (Line 3.)

106. When it is not possible to use any of the foregoing forms, *h* may be represented by a light dot placed before the vowel sign which follows *h*. (Line 3, last word.)

THE DOUBLE CONSONANTS *TW*, *DW*, *KW*, *GW*.

107. The sound of *w* immediately following *t*, *d*, *k*, and *gay*, as in the words *twice*, *dwell*, *queer* (spelled by sound *kwēr*), and *guano* (by sound *gwano*), is represented by a large hook written before *t*, *d*, *k*, and *gay*, on the circle side. (Line 4, Reading Exercise.) This sound of *w*, coupled with the four consonants named, produces with each one what is called a *double consonant* sound, and

the two sounds must, therefore, be pronounced as one; thus, *tweh*, *dweh*, *kweh*, and *gweh*.

108. Vowels are placed to the double consonants just as they have been to the simple consonants. (Line 5.)

109. When the sound of *s* precedes the double consonant, write the circle inside the hook. (Line 6.)

READING EXERCISE.

1 h-k h-g etc.))))))))

2 h))))))))

3 h h))))))))

4 tw dw kw gw

5 h h))))))))

6 h h))))))))

WRITING EXERCISE.

1. Hook, hussy, Huxley, Hague, hug, huzza, haziness.
2. Helena, hollow, heels, wholesome, homeless, harm.
3. Hymn, hammock, hem, humming, homesick, hemp.
4. Whip, whack, white, whet, whist, whiskey, whale.
5. Unhook, unhorse, unhealthy, unwholesome, unharm.
6. Twice, twig, twang, dwelling, equip, quota, Quebec.
7. Quorum, bequeath, require, quake, guano, guava.
8. Squash, squeal, squad, squalid, squirm, squeeze.

SENTENCE EXERCISE.

(A WORD-SIGN REVIEW.)

1. When will-you commence to improve your language?
2. We-hope to hear you speak well of all those things.
3. He-has given the subject of stenography much special study.
4. It-is-the usual thing to give *each one* of-them all he or *she* owns.
5. As you-are-aware, we-will come back to-the United States *in-a* year or two.
6. I-have given the whole of-*my time* to-the company.
7. Why do-you object to-the improvements *in* stenography which we-wish to-*make*?
8. Will-you accompany-the party when-it *goes* to Europe next year?
9. We-shall-be happy when you have given *us* all-the important news.
10. Where were you while we-were *in* Quebec?
11. It-is ever impossible to satisfy them with *our* improvements.
12. It-would-be *well* to give him a thousand thanks for-his wholesome influence.
13. It-may-be impossible now to hear him *make* his first speech.
14. It-will-be to-your advantage to accompany *me* when I *go* away next week.
15. *She* has given two dollars to-the party, because *she* wishes it to succeed.

CHAPTER XVI.

DOUBLE CONSONANTS. THE *L* HOOK.

110. There is a large class of words in the English language in which the sound of *l*, following immediately after another consonant, blends so closely with it as to produce really but one sound; as in the words *play*, *fly*, *able*, etc. Thus, when the sound of *l* immediately follows any one of the letters *p*, *b*, *t*, *d*, *chay*, *j*, *k*, or *gay*, it is represented by a small initial hook on the circle side of the straight consonant; following *f*, *v*, *ith*, or *the*, the *l* hook is made inside the curve. The hook is prefixed to *ish* at the bottom, *ish*, of course, being then struck up. The double consonant *shl* cannot stand alone for reasons which will appear later. Following *m*, *n*, and *ray*, *l* is represented by a *large* initial hook, to prevent confusion with the small *weh* hook. (Lines 1 and 2, Reading Exercise.)

111. Certain of the consonant strokes, as will be observed, are omitted from the list in Lines 1 and 2, because the sound of *l* does not coalesce with them in such manner as to make it desirable to employ the *l* hook.

112. The double consonants, following Lines 1 and 2, must be pronounced *pěl* or *plě*, *běl* or *blě*, *těl*, *děl*, *chěl*, *jěl*, *kěl* or *klě*, *gěl* or *glě*, *fěl* or *flě*, *věl*, *thěl*, *shěl*, *měl*, *něl*, *rěl*. Where two pronunciations are provided for the same double consonant, as *pěl* and *plě*, the former is used when a vowel sound precedes, and the latter when a vowel sound follows, the consonant; thus, *apple* is given.

ă-pel; play, ple-ă; the short *e* sound in each instance being eliminated in pronouncing the word, making the sounds virtually *ă-pl, apple; pl-ă, play*. The double consonants are vocalized as simple strokes. (Lines 3, 4, and 5.)

113. The *l* hook double consonants will be used for the writing of all words in which no vowel *sound* intervenes between *l* and the consonant preceding. When a vowel sound does thus intervene, the *l* stroke must be written. (Line 6.)

114. In order to secure shorter and more usable forms for a small class of common words, an exception is made to the general rule just stated, by providing the following method of writing vowels between a consonant stroke and its *l* hook:









(a) To read a dot vowel between a stroke and its hook, change the dot into a circle, placing the circle *before* the stroke for a *long*, and *after* the stroke for a *short* vowel.









(b) Write the dash vowel in front of the double consonant for first-place, through the middle for second-place, and through the end for third-place.







(c) The diphthongs may be similarly indicated by writing them through the stroke. (Line 7.)







115. This method of intervocalization, as it is called, is but seldom resorted to, the words to which it might be applied being regarded mainly as word-signs, or irregular forms, such as the words shown in Line 7 of the Reading Exercise. In the choice of the *l* hook or *l* stroke, the student will be guided by the broad rule stated in ¶ 113, and illustrated in Line 6. The few exceptions to this rule will be pointed out and mastered from time to time, as the lessons progress.







READING EXERCISE.







1        







2        

3      

4      

5      

6      

7      

116. In the Writing Exercise following, the student will use the *l* hook in all words in Lines 1 to 13 inclusive; in Lines 14 and 15 a choice must be made between the hook and stroke for *l*.

117. Before writing the words below, pronounce the consonant outline of each, following the syllable formation of the words, so far as possible; thus, *final*, *f-nel*; *parable*, *p-ray-bel*; *fluency*, *fle-n-s*, etc. This plan of analyzing the words will readily suggest the proper outline.

WRITING EXERCISE.

1. Plow, apple, clue, glee, clause, glass, oval, Ethel.
2. Pledge, plump, plague, placed, placid, blossom.
3. Oblige, blight, black, clock, club, clump, climax.

- ## WORD-SIGNS

3 follow full-y value only unless children

SENTENCE EXERCISE.

1. The black cloak belongs to Ethel. 2. Tell Clara to wait until I deliver-the bottles. 3. The final roll call will *take place at one* o'clock. 4. It-is difficult to follow-the animals *in-the* tunnel. 5. *No* real glory will come to-the

people until *they* comply with all-the rules. 6. Rely on *me*; it-is really only *one* block to-the chapel. 7. *They*-will *go by* rail to Florida and stay till fall. 8. I-*must* receive-the full value of-the clothes now, *if* at-all. 9. Unless *they* deliver it, the pupil *must* apply *at*-the college for-his diploma. 10. It-is-a difficult thing to teach the children to rely on-the rules. 11. Flora and Ethel have equal marks *in* only two subjects. 12. The idle girls have ideals of *some* value, which, however, *they*-are unable to realize. 13. You-should apply to-the official for-the bibles which belong to-you. 14. I tell-you, unless you *see* to-the delivery of-the flag now, we-will refuse to-have-it at-all. 15. Really, only two of-the children will follow implicitly the rules of-the faculty which relate to-the chapel assembly.

CHAPTER XVII.

DOUBLE CONSONANTS. THE *R* HOOK.

118. The sound of *r* coalesces with other letters, forming double consonant sounds, in the same manner as the sound of *l* in the foregoing chapter. To express the sound of *r* immediately following *p*, *b*, *t*, *d*, *chay*, *j*, *k*, and *gay*, a small hook is prefixed to each of these strokes on the side opposite the *l* hook, that is, on the *left* side of the down strokes, and on the *lower* side of the horizontal ones. To read *r* following *f*, *v*, *ith*, *the*, *ish*, and *zhe*, the hook is prefixed as usual, except that *f*, *v*, *ith*, and *the* must be *reversed* in order to distinguish them from the same strokes with the *l* hook. To read *r* with *m* and *n*, the small hook is again prefixed, but *m* and *n* must be *shaded*, to distinguish from the same consonants with the *weh* hook. On *l* the *r* hook is made *large*, also to prevent confusion with the *weh* hook. (Lines 1 and 2, Reading Exercise.)

119. Following the signs in Lines 1 and 2, the pronunciation is now *pěr* or *prě*, *běr* or *brě*, *těr* or *trě*, *děr* or *drě*, *chěr*, *jěr*, *kěr* or *krě*, *gěr* or *grě*, *fěr* or *frě*, *věr*, *thěr* or *thrě*, *thěr*, *shěr* or *shrě*, *zhěr*, *měr*, *něr*, *lěr*; the same method of naming the double consonants prevailing as with the *l* hook strokes.

120. The inversion of *f*, *v*, *ith*, and *the*, and the shading of *m* and *n*, of course preclude the possibility of writing an initial hook on the corresponding simple consonants *r*, *way*, *s*, *z*, *emp*, and *ing*. The fact is, we have no need for an *r* hook before these consonants, as the sound of *r* following them is better provided for by other principles.

121. By comparison with the *l* hook consonants, it will

be observed that the *r* hook list contains one more sign, *zhe*, there being no need for writing the *l* hook before *zhe*. *L* is substituted for *ray*, the sound of *r* never following *ray*, nor *l* following *l*, unless there is an intervening vowel sound.

122. The rule for the use of the *r* hook double consonants is the same as that stated for the *l* hook forms in ¶ 113. In other words, when a vowel sound intervenes between *r* and the consonant preceding, resort must be had to the stroke *ray* or *ar*. (Lines 3, 4, 5, 6, 7, 8.)

123. The *r* hook forms may be intervocalized as were the *l* hook double consonants. (Line 9.)

READING EXERCISE.

1								
2								
3								
4								
5								
6								
7								
8								
9								

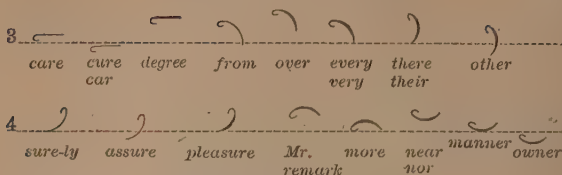
124. Again, before writing, analyze the following words into their consonant outlines by means of the syllabic method; thus, *pauper*, *p-per*; *Quaker*, *kwe-ker*; *preacher*, *pre-cher*; etc.

WRITING EXERCISE.

1. Cry, brace, utter, prow, crew, fry, usher, author.
2. Prick, tribe, broth, drape, broil, prop, trail, creak.
3. Breech, crib, grapes, growl, fresh, thrash, shreds.
4. Caprice, pauper, Quaker, approach, rumor, energy.
5. Lunar, dapper, fibre, daughter, crusade, numerous.
6. Voucher, decrease, depress, hammer, farmer, favor.
7. Diagram, generous, Luther, camphor, Denver, drink.
8. Embrace, fisher, criticism, proceed, bother, scholar.
9. Jocular, trespass, dictator, crimson, arbitrary, trod.
10. Triumph, soldier, treason, reproaches, microscope.
11. Creator, bridle, pressure, traverse, colonel, cracker.
12. Preacher, treasure, problem, programme, chronicle.
13. Prattle, briber, trigger, clipper, flavor, proclaimer.
14. Currency, encourage, laborious, perverse, perplex.
15. Courageous, authorities, vigorous, Birmingham.

WORD-SIGNS

1	↗	↗	↗	↗	↗	↗
	appear	principle-al	practice	liberty	member	number
					remember	
2	↗	↗	↗	↗	↗	↗
	internal	truth	doctor	dear	during	danger
						larger
						Christian
						-ity



SENTENCE EXERCISE.

1. We-think-it a pleasure to *honor our principal*. 2. There-is danger lest the other members will fail to *agree*. 3. Dr. Baker appears to-have-the principal practice in Denver. 4. I remember *seeing* Mr. Arthur over *at* the grocery store. 5. From-his remark, I infer the owner will speak the truth. 6. The principle of liberty of speech is very dear to every member of society. 7. Their manner during-the receiving of-the degrees impressed us very much. 8. It-is *true*, the larger number of farmers were *favorable* to free silver. 9. I-am-sure her brother has less care *since* he *became* a Christian. 10. The *time* draws near when-the *soldiers* will *triumph* over their enemies. 11. The doctor *seems* more free to guarantee a sure cure *if*-we *entrust* the case to him only. 12. The principal of-the *academy* assures *us* of-his presence here *either Thursday or Friday*. 13. *Through* all-the dangers of-the plague, the *Quaker's* manner was free from *criticism*. 14. The *colonel* *embraced* Christianity during his *stay in* Birmingham. 15. The owner of-the "*Chronicle*" *came* over from Bristol *by* car every *Thursday in*-the month.

CHAPTER XVIII.

THE ISS CIRCLE BEFORE THE L AND R HOOKS.

V 125. When the sound of *s* precedes any one of the *l* hook double consonants, the circle is written inside the hook. (Line 1, Reading Exercise.)

126. The sound of *s* before an *r* hook *straight* consonant is expressed by closing the hook into a circle, as shown in Line 2. This may be safely done, as the *iss* circle is naturally written on the opposite side of the straight strokes. Before the *r* hook curved consonants, the *iss* circle must be made inside the hook. (Line 2.) If the hook were closed into a circle here, as on the straight strokes, the *r* hook would, of course, disappear, as there is but one usable side of curves, and that has already been given up to the *iss* circle.

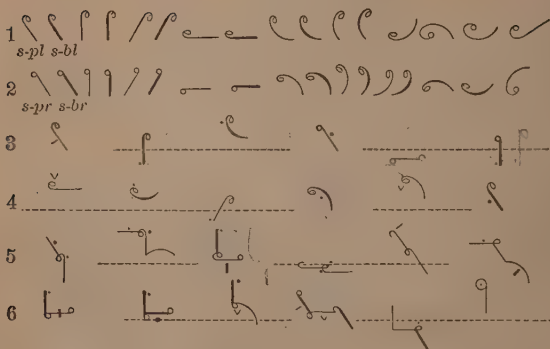
127. The circle, as usual, must be read first; then the vowels and double consonant in proper order. (Lines 3 and 4.)

128. The circle may be written on the *r* hook side of straight strokes, as in Line 3, only when these forms begin words. When an *r* hook double consonant is preceded by an *iss* circle in the middle of an outline, both the circle and the hook must be clearly shown. (Line 5.)

129. After *d* and *t*, to express *skr*, *sgr*, *sfr*, and *svr*, the circle is written on the right side. (Line 6. first three words.)

130. The *sez* circle may precede the *r* hook straight strokes by writing the circle on the *r* hook side. (Line 6, last word.)

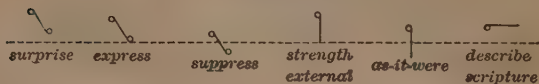
READING EXERCISE.



WRITING EXERCISE.

1. Sickle, splice, settle, supply, Sybil, splurge, sidle.
2. Saber, spry, spruce, stream, stripe. scroll, strike.
3. Sooner, scream, supper, scrap, cedar, safer, stride.
4. Struggle, scruple, sacrifice, supersede, supremacy.
5. Spree, succor, secure, extremity, display, westerly.
6. Bicycle, disclaim, exclaim, disoblige, explicable.
7. Extra, industrious, mistress, chemistry, dexterous.
8. Dishonor, abstruse, lustrous, orchestra, seamstress.
9. Distressed, disagree, discourage, dissever, sistrum.

WORD AND PHRASE SIGNS.



SENTENCE EXERCISE.

1. *They* describe very *well* those *passages* of Scripture.
2. The size of-the spruce tree causes much surprise.
3. To *know*-the Scriptures, gives *us* strength, as-it-were, for *our struggles* in life.
4. The *seamstress* must suppress the screams of her sister.
5. The doctor *prescribes* a liquor for external *use* only.
6. Sybil rode her *bicycle* along-the *westerly* side of-the stream.
7. I-*must* express surprise *at*-the *way they* disagree on-the Scriptures.
8. You-*may* express to-*me* an *extra supply* of *sabers* *at*-the *earliest possible day*.
9. The *classical* pupil *makes sacrifices* to *secure*-the *supremacy* *in*-the school.
10. To-*my* surprise, his discourse on *chemistry* was very abstruse.
11. The designer of-the screw steamer will describe-the vessel to *us*.
12. Much to-*my* surprise, the squire was far from sober *at*-the supper table.
13. The external view of-the library is striking.
14. *My* sister's *tricycle* came by express, *at no extra* cost to her.
15. It-may-be *possible* to influence the sinner to read the Scriptures.

CHAPTER XIX.

THE *N* HOOK.

131. A small final hook may be attached to any consonant to represent the sound of *n*. Following straight consonants, the *n* hook is written on the side opposite the *iss* circle, that is, on the left side of down strokes, and on the under side of horizontal and up strokes. (Line 1, Reading Exercise.) It is thus written on the same side of the straight strokes as the *r* hook. Following the curves, the *n* hook is made inside the curve. (Line 2.)

132. The consonants with the *n* hook, following Lines 1 and 2, are pronounced *pen*, *ben*, *ten*, *den*, *chen*, *jen*, *ken*, *gcn*, *ren*, *hen*, *fen*, *ven*, *then*, *then*, *escn*, *zen*, *shen*, *zhen*, *len*, *yen*, *ern*, *wen*, *men*, *empcn*, *ncn*, *ingen*. Every unvocalized *n* hook stem should be given the name here provided. Thus, the consonant form for the word *pin* must be given as *pen*¹, *rain* as *ren*², *vine* as *ven*¹, *man* as *men*³. When an *l* or *r* hook double consonant is followed by an *n* hook, the pronunciation is the same; thus, the word *blown* will be given as *blen*², the word *train* as *tren*², *green* as *gren*¹, *plan* as *plen*³.

133. The *n* hook, being a final hook, can only be used for words which end in the sound of *n*. The hook, therefore, must always be read last. (Lines 3, 4, 5, 6.)

134. When a vowel sound follows *n* at the end of a word, the stroke *n* must be written. Likewise, when two

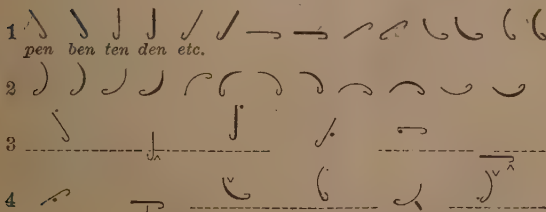
vowel sounds immediately precede *n*, the stroke form must be used. (Line 7.)

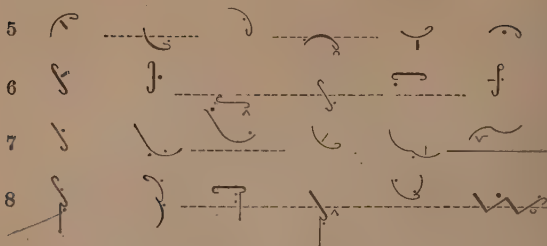
135. The *n* hook may be used medially also, so long as a good outline results, as shown in Line 8. The plan of pronunciation for words with a medial *n* hook is the same as for the single syllable words given above; thus, *frenzy* is given as *fren-z*; *Spanish*, as *spen-ish*; *intrench*, as *n-tren-chay*.

136. In such words as *Napoleon* and *barbarian*, although the *n* is actually preceded by two vowel sounds, they so closely coalesce as to produce but one sound, and the *n* hook may be used. The *yeh* sound in such words may be expressed by the disjoined semicircle. (Line 8, last word.)

137. As a matter of fact, the *n* hook may be used in all words, either in the middle or at the end, when the sound of *n* occurs in the same syllable with the sound of the consonant to which the hook is attached. This syllabic pronunciation in the representation of words should be faithfully adhered to. It aids materially in the choice of the proper outlines for new words.

READING EXERCISE.





WRITING EXERCISE.

1. Pen, pan, boon, dawn, deign, tin, tune, tone, den.
2. Gin, John, June, coin, cane, fine, fan, shine, thine.
3. Lane, lawn, roan, wren, mine, nine, satin, serene.
4. Grain, drone, shrine, plain, sprain, brain, drown.
5. Crown, spleen, screen, twine, flown, throne, frown.
6. Torn, deepen, cotton, gallon, cabin, ravine, ordain.
7. Abstain, machine, domain, examine, origin, barren.
8. Punch, branch, plunge, canopy, phonic, planets.
9. Counties, lantern, lunatic, maintain, economics.
10. Infancy, monarch, vacancy, obstinate, retrenches.
11. Sustain, refrain, specimen, stricken, anonymous.
12. Michigan, propound, amanuensis, almanac, disjoin.
13. Finance, financial, hurricane, infringe, minimum.
14. Panic, sanguine, clemency, diminish, permanence.
15. Surgeon, Napoleon, bullion, chronic, Benjamin.
16. Chagrin, chaplain, phenomenon, tangible, vanish.
17. Bran, brainy, Bryan, pine, puny, piano, loon, Leon.
138. As shown in the following list, the *n* hook in phrase-signs may represent *own*, *one*, *on*, *been*, or *than*. The *n* hook for *than* may be freely used after comparative adjectives and adverbs.

WORD AND PHRASE-SIGNS

1	upon	happen	been	denominate	had-been	can
		punish-ment		-ation		
2	begin	begun	began	religion	general-ly	imagine
	organ					phonog-raphy
3	have-been	within	your-own	hereon	our-own	my-own
4	opinion	spoken	consequential	some-one		at-length
5	doctrine	whereon	everyone	thereon	their-own	more-than

SENTENCE EXERCISE.

1. Phonography is generally looked upon as-a thing worth *learning*. 2. The punishment of-the *men* is your-own affair, but *in my* opinion you-should refrain. 3. Every-one who-has spoken to *us* of religion agrees with our-own view. 4. The organ whereon *she* plays can-be *seen* within-the cabin. 5. I-hope some-one will give *me* a coin of-the *ten* dollar denomination. 6. *If*-this should happen to be-done, I-shall *write* my-own initials thereon. 7. Consequential *damages* have been allowed to-the *sur-geon* more-than *once*. 8. *My* opinion hereon has-been *in favor* of-the general. 9. When-we begin to *listen*, the

chaplain will *explain* the doctrine at-length. 10. Every-one began to imagine there-would-be-a *financial panic*. 11. Our-own plan had-been begun before theirs was *even* spoken of. 12. The *men* from *Michigan* generally have *no trouble* to *maintain* their-own views. 13. What-has-been-done to fill the *vacancy in-the mechanic's* office? 14. It-is more-than likely the general will *take* some-one with him to *Oregon*. 15. We-have-been spoken to *often* upon-the origin of phonography, which we *likewise* denominate stenography.

CHAPTER XX.

THE *F* OR *V* HOOK.

139. A small final hook may be attached to any *straight* consonant, on its circle side, to represent the sound of *f* or *v*. (Line 1, Reading Exercise.)

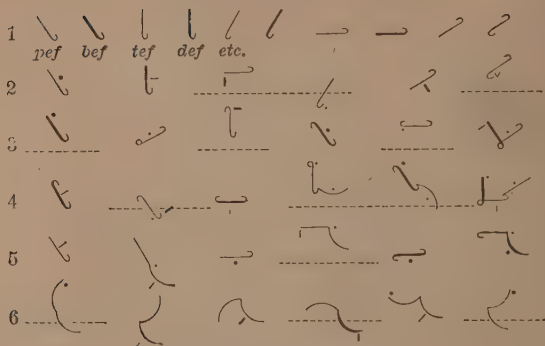
140. The *f* hook signs in Line 1 are pronounced *pef*, *bef*, *lef*, *def*, *chef*, *jef*, *kef*, *gef*, *ref*, and *hef*. Although the hook represents *f* or *v*, no confusion results, the first part of the word readily suggesting which sound is needed, just as in the use of the circle for *s* or *z*.

141. The *f* or *v* hook is read last, and the use of it is governed by precisely the same rules as those stated for the *n* hook. (Lines 2, 3, 4, and 5.)

142. The *f* or *v* hook cannot be written on curves, the end of curves being already given over to the *n* hook. Following a curve, therefore, the *f* or *v* stroke must be employed. (Line 6.)

143. *F* or *v* hooked stems should be pronounced after the same plan as the *n* hook forms; thus, the words of Line 4, unvocalized, would be given as *blef*², *pref*³, *glef* or *glev*², *strev-n*¹, *bref-ar*¹, and *d-iss-kev-ray*.²

READING EXERCISE.





















WRITING EXERCISE.

1. Puff, deaf, chief, dive, calf, proof, brief, scoff, skiff.
2. Quaff, grief, surf, heave, grove, crave, clove, achieve.
3. Strive, turf, dwarf, tariff, drive, derive, deserve, hoof.
4. Reserve, devote, divide, toughen, behoove, traffic.
5. Subserve, graphic, defeat, province, reproof, refer.
6. Rebuff, dative, repave, archive, revery, epitaph.
7. Giraffe, rise, upheave, mischief, mastiff, divine.
8. Exhaustive, votive, positive, starve, arrive, restive.
9. Incentive, primitive, bravery, sensitive, lithograph.
10. Buff, bevy, hove, heavy, survey, Jove, Java, deify.

144. In phrases, the *f* or *v* hook may represent *of* *have*, or *ever*, and the affixes *full* or *fully*, and *tive*, as illustrated in the following list.

WORD AND PHRASE-SIGNS.

1						
	poverty	hopeful-ly hope-to-have	objective	whatever	out-of	differ-ent -ence
2						
	advance	whichever which-have	who-mever who-have	govern, -ment	subjective	twelve
3						
	attractive	said-to-have	suggestive	careful-ly	descriptive	

SENTENCE EXERCISE.

1. We-will strive to *deserve* whatever *success* we achieve.
2. Whichever *way* you drive, we-will *take* a different course.
3. Our government is said-to-have *wise* tariff laws.
4. Be-careful to *use* aright *both* the subjective and objective cases.
5. I-hope-to-have the descriptive *circu-lars* ready on *Monday*.
6. Whoever shall *relieve* the poverty *in-the* province will *deserve* praise.
7. The army will advance out-of-the grove hopeful of *victory*.
8. I-am careful of-the scarf and pin which-have-been given to-me.
9. As was *said* above, they differ much *in-the* manner *in-which* they govern.
10. As you-will observe, he uses suggestive phrases *in-his* twelve descriptive pages.
11. They who-have *striven* for *victory* *deserve* our approval.
12. There-is *some* difference of opinion *relative* to-the above subject.
13. You-should move carefully *in-the* government of-the different classes.
14. David will devote his *time* to defeat the enemy's advance *in-the* province.
15. I prefer the plan to-which they refer, because it-is more attractive *than* the one you suggest.

CHAPTER XXI.

THE HOOK *SHUN* OR *ZHUN*.

145. A large final hook written on either side of straight, and on the inside of curved letters, represents the sound of *shun* or *zhun*, the syllable in long-hand having various spellings, such as *tion*, *sion*, *cian*, etc. (Lines 1 and 2, Reading Exercise.)

146. While the *shun* hook may be written on either side of straight strokes, on simple consonants—that is, consonants without a circle or hook—there is some advantage in writing it on the side opposite the vowel, or opposite the the accented vowel, if there are two. (Line 3.)

147. Following a double consonant, or one preceded by a circle, the *shun* hook is generally written on the side opposite the initial hook or circle. (Line 4.)

148. Following a straight stroke which springs from a curve, the *shun* hook is written on the side opposite the curve. (Line 4, last two words.)


149. The *shun* hook is employed in the writing of all words ending in the sound of *shun* or *zhun*, except when either ending is preceded by two vowel sounds, when, to distinguish from other words, it is sometimes necessary to write *shen* or *zhen*. (Line 5.)


150. The *shun* hook may be used freely in the middle of words. (Line 6.)


151. When the circle *iss* precedes *shun*, the *shun* hook is expressed by continuing the circle to the other side of the stroke. (Line 7.) In all such words a vowel sound

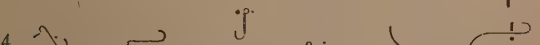
occurs between *iss* and *shun* which it is both difficult and unnecessary to express. It will be an aid, however, in the pronunciation of all such words if the hook is called *ishun* instead of *shun*. The outline will readily suggest the particular sound needed. Apply this name to the hook in reading Line 7.


READING EXERCISE.

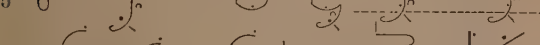
1 
p-shun b-shun etc.

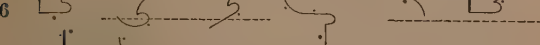
2 

3 

4 

5 

6 

7 

WRITING EXERCISE.






1. Option, addition, auction, lotion, oration, fashion.
2. Evasion, solution, mention, adoption, occupation.
3. Reaction, coercion, sanction, ambition, pollution.
4. Mission, equation, provision, isolation, aspiration.
5. Fiction, selection, legation, ammunition, aversion.
6. Abrasion, attrition, exclusion, diction, elation.

7. Prostration, affirmation, abbreviation, aggregation.
8. Dissipation, depression, designation, exaggeration.
9. Emigration, locomotion, ascension, exasperation.
10. Assassination, erudition, exportation, remuneration.
11. Exultation, inflammation, substitution, exploration.
12. Irrational, reactionary, stationary, revisionary.
13. Proportionate, missionary, initiation, association.
14. Attention, attenuation, suppositional, precision.
15. Acquisition, civilization, exposition, sensational.
16. Cessation, authorization, propositional, disquisition.

WORD-SIGNS.

1     
possession *objection* *generation* *imagination* *revelation*

2    
revolution *information* *expression* *suppression*

3     
subjection *satisfaction* *suggestion* *description* *signifi-
cation*

SENTENCE EXERCISE.

1. The *physician* gave satisfaction during *our long affliction*. 2. I-shall *make no objection* to any suggestion you-make *at our next session*. 3. His description of-the revolution *gave us* much information. 4. The suppression of crime *in-your section* is-a signification of improvement. 5. His expression *at-the association* was-a revelation to-me. 6. The auctioneer has *my deposition in-his pos-*

session. 7. I-have much aversion for those *in*-this generation who fail to practice subjection to-the *law*. 8. His imagination leads him to *exaggeration in*-his description of-the *exposition*. 9. I-will give expression *at*-the *legation* to whatever suggestion you-make. 10. There-is much signification *in*-his objection to-a *national association*. 11. The *situation at*-the *station* gives the *opposition* but small satisfaction. 12. I-shall offer-a *proposition looking* to-the suppression of-the *sensation*. 13. The *musician* shows *no disposition* to take a share *in*-the revolution. 14. It-is-an *imposition* to place him *in*-such-an unfair *position*. 15. His objection to-my suggestion gave much satisfaction to-the *opposition* party.

CHAPTER XXII.

THE CIRCLES AND LOOPS FOLLOWING

N, F OR V, AND SHUN.

152. To express *ns*, *nsez*, *nst*, or *nster* after any straight letter, write the circle *iss* or *sez*, or the loop *steh* or *ster*, on the *n* hook side, as shown in Line 1 of Reading Exercise. These signs are read *pens*, *pensez*, *penst*, *penster*; *kens*, *kensez*, *kenst*, *kenster*. As applied to *p* and *k*, so the circles and loops may be applied to any other *n* hook straight stem. To distinguish from the simple *iss*, *ses*, *steh*, and *ster* on the opposite side of straight strokes, these are spoken of as the *ns* and *nsez* circles, and the *nsteh* and *nster* loops.

153. Following the *n* hook curved letters, the *iss* circle may be written inside the hook, but to express *ses*, *steh*, or *ster*, in all such cases, the hook must be changed to the stroke *n*, as in Line 2. These forms should be pronounced *fens*, *f-nses*, *f-nst*, *f-nster*; *lens*, *l-nses*, *l-nst*, *l-nster*. Following the other curves, the forms and pronunciations would be upon the same plan.

154. What has been said in the two paragraphs preceding refers to the use of the circles and loops when they occur finally, and as illustrated in Lines 3, 4, 5, and 6 of the Reading Exercise. When the sounds *ns* occur medially, whether after a straight or a curved stroke, the circle must be written distinctly within the hook, as in Line 7. Not to do so after the straight letters, would be to destroy the *n* representation entirely, as the simple *iss* circle has been allotted this medial position in any combination of strokes.

155. The *shun* hook may be shown after the *ns* circle in such words as *transition* and *dispensation*, by continuing the circle to the opposite side of the stroke, in the same manner as after the *iss* circle in Chapter XXI. (Line 7, last two words.)

156. To express *s* after the *f* or *v* and *shun* or *zhun* hooks, write the *iss* circle clearly within the hook after all letters, as in Lines 8 and 9. The *ses*, *steh* and *ster* sounds do not follow *f* hook or *shun* hook combinations.
















READING EXERCISE.

1								
2								
3								
4								
5								
6								
7								
8								
9								

WRITING EXERCISE.

1. Towns, dance, coins, bones, bins, gowns, joins.
 2. Fans, lance, fines, vans, runs, ears, announce.
 3. Hens, rinse, prance, skins, glance, screens, grains.
 4. Frowns, thrones, plains, drowns, inclines, declines.
 5. Guidance, tokens, residence, pretense, dispense.
 6. Abandons, explains, refrains, disciplines, enshrines.
 7. Lancer, extensive, sponsor, expansive, remonstrance.
 8. Pounces, chances, trances, quinces, excellences.
 9. Against, pranced, evinced, renounced, dispensed.
 10. Achieves, heaves, engraves, deserves, bereaves.
 11. Editions, distinctions, dispositions, dispensations.
 12. Recessions, vexations, pulsations, annexations.
157. Any word-sign ending in an *n* hook to express the primitive form of a word, may be modified by the addition of *s*, *sez*, *steh*, or *ishun*, to provide forms for the derivatives. As an example, note below the signs for generals or generalize, generalizes, generalized, generalization; all based upon the sign for *general*.

WORD-SIGNS

1					
	compliance	appearance	experience	remembrance	at-once
2					
	deliverance	generals- ize	generalizes	generalized	generaliz- ation
3					
	organs- ize begins	organizes	organized	organiz- ation	consequence signifi- cance

SENTENCE EXERCISE.

1. The organization begins *work* as announced. 2. His generalization of-the subject was *in* compliance with-my plans. 3. The generals at-once organized the army for-the *defense*. 4. His experience is *in* line with-my remembrance of-the dance. 5. His appearance *at my residence* had *no* significance whatever. 6. *Our* deliverance from-the evil was *in* consequence of-your careful guidance. 7. He generalized too much *in*-his descriptions of-the organizations. 8. *She* evinced a *desire* to organize a class *in French*. 9. There-is much significance *in*-the prince's strange appearance. 10. When *she* describes the plans, *she* generalizes too freely. 11. His experiences *at-the expensive* dance are of *no* consequence to-me. 12. *By special dispensation*, *she* remains a member of-the organization. 13. *Go* at-once and assist John Jones *in* compliance with-the general's wish. 14. The spinster and her *kinsman* *deserve* to belong to-the organization. 15. The minister and-the punster experienced different *sensations* upon *listening* to-the *missionary's* descriptions.

CHAPTER XXIII.

THE HALVING PRINCIPLE APPLIED TO
UNHOOKED STROKES.

158. Any light stroke, except *hay*, may be made half its usual length to add the sound of *l*. (Line 1, Reading Exercise.)

159. Any heavy stroke, except *yay*, *way*, *emp*, and *ing*, may be made half its usual length to add the sound of *d*. *Yay*, *way*, *emp*, and *ing* being out of the way, *l*, *r*, *m*, and *n*, in half-length form, may be shaded to add *d*. (Line 2.)

160. The light half-lengths in Line 1 are pronounced *pet* or *ept*, *tet*, *chet* or *echt*, *ket* or *ekt*, *ret*, *set* or *est*, *thet*, *est*, *shet* or *esht*, *let* or *elt*, *ert*, *met* or *emt*, *net* or *ent*. The heavy half-lengths in Line 2 are given as *bed* or *ebd*, *ded*, *jed* or *ejd*, *ged* or *egd*, *ved* or *evd*, *thed*, *zed* or *ezd*, *zhed*, *eld*, *erd*, *med* or *emd*, *ned* or *end*. Where a half-length has two names, the first is used when a vowel sound occurs between the consonant and its added *t* or *d*, the second when the vowel sound precedes the half-length; thus, *pat* is *pet*^s, *apt* is *ept*^s.

161. The *t* or *d* which is added by halving is always read last, except that a circle or loop may be read after it. All third-position half-lengths are below the line. (Lines 3, 4, 5.)

162. When a vowel sound follows *t* or *d* at the end of a word, or two vowel sounds precede *t* or *d*, the halving principle cannot be employed, it being necessary to use the stroke forms. (Line 6, first three words.)

163. *Ray* is never halved when standing alone, and it is not expedient, under any circumstances, to halve *hay*; therefore, such words as *rate*, *write*, *hat*, *hide*, etc., should be given full consonant expression. The heavy half-lengths *eld* and *erd* must not be used when a vowel sound occurs between *l* or *r* and the added *d*. Such words as *load*, *lead*, *rod*, and *rude* must be written as shown in Line 6.

164. *L* halved and shaded to add *d* is always made down; light *l* halved to add *t* may be made either up or down. (Line 7, first three words.)

165. When a light consonant is followed by *d*, or a heavy one by *t*, the halving principle, as a rule, must not be employed, but the stroke forms for *d* and *t* used. (Line 7.) This statement applies to words of one syllable.

166. Nor must the halving principle be applied when the stroke to be halved makes no angle with the stroke which it follows or precedes. Such words as *fact*, *looked*, and *tighten* must be written in full as shown in Line 8, first three words.

167. Generally in words of two or more syllables, a light letter may be shortened to add *d*, and a heavy one to add *t*, as in Line 8, last three words.

168. To preserve a half-length which expresses the primitive form of a word, the portion of the outline expressing the derived word must be sometimes disjoined, as in Line 9, first three words.

169. The stroke *s* when shortened may be struck upward when it cannot be made in its natural direction. (Line 9, last three words.)

170. The frequently recurring endings *ted* and *ded* are represented by the half-length *t* and *d* respectively,

disjoined if they make no angle with the preceding stroke.
(Line 10.)

READING EXERCISE.

1 \ | / — / () / / / / / / /
 pt tt cht kt rt ft tht st sht lt rt mt nt

2 \ | / — / () / / / / / / /
 bd dd jd gd vd thd zd zhd ld rd md nd

3 \ | / — / () / / / / / / /
 pt tt cht kt rt ft tht st sht lt rt mt nt

4 \ | / — / () / / / / / / /
 bd dd jd gd vd thd zd zhd ld rd md nd

5 \ | / — / () / / / / / / /
 pt tt cht kt rt ft tht st sht lt rt mt nt

6 \ | / — / () / / / / / / /
 bd dd jd gd vd thd zd zhd ld rd md nd

7 \ | / — / () / / / / / / /
 pt tt cht kt rt ft tht st sht lt rt mt nt

8 \ | / — / () / / / / / / /
 bd dd jd gd vd thd zd zhd ld rd md nd

9 \ | / — / () / / / / / / /
 pt tt cht kt rt ft tht st sht lt rt mt nt

10 \ | / — / () / / / / / / /
 bd dd jd gd vd thd zd zhd ld rd md nd

171. To describe properly the consonant outlines of half-length words, the syllabic plan of pronunciation should be, again, closely adhered to. For example, describe *thought* as *thet*¹, *viewed* as *ved*³, *remote* as *ar-met*², *duplicate* as *d-ple-ket*³, *uncertain* as *n-iss-ret-n*², etc. From

the foregoing examples, it will appear that when *t* or *d* occurs in the same syllable with the consonant preceding, that consonant will be halved to express the *t* or *d*.

WRITING EXERCISE.

1. Pat, act, kite, chat, bode, dead, toot, fates, thought.
2. Viewed, eased, shout, light, sold, sort, soared, meet.
3. Mad, nets, Ned, end, slate, sailed, seared, aimed.
4. Felt, failed, pocket, poked, bolts, violet, reviled.
5. Repeats, accent, insert, suspect, results, pheasants.
6. Remote, shocked, report, exports, import, circuit.
7. Submits, educate, innocent, precepts, duplicates.
8. Protract, reciprocate, retract, dispute, populates.
9. Assault, assimilate, adept, tact, crescent, necessitate.
10. Lubricate, searched, absurd, unexcelled, deplored.
11. Ratify, sentence, actual, catalogue, mutual, judicial.
12. Eastern, certify, fitful, esteem, madam, Indiana.
13. Uncertain, arithmetic, systematic, inhospitable.
14. Estimate, cutlet, moderate, indicate, legitimate.
15. Medley, phonetic, intends, esteemed, ultimate.
16. Recounted, pounded, illustrated, edited, instituted.
17. Kate, Kitty, mat, motto, vacate, cooked, deed, diet.

172. Since the halving principle adds *t* to the stroke preceding, advantage may be taken of the principle to add the word *it* to a preceding word by halving its outline, as in the phrase-signs *if-it*, *for-it*, *have-it*, *in-it*, shown in the following list. This principle may be applied further upon the discretion of the writer.

173. The words *about*, *date*, *doubt*, *got*, and *get* are included in the word-sign list because they are irregular forms, a *t* being added to a heavy stroke.

174. Any word-sign previously learned may be halved to add the sound of *t* or *d*; thus, *p*³ halved is *hoped*, *n*³ halved and shaded is *owned*, *ish*¹ halved is *wished*, etc. The past tense is thus formed of any verb represented by a word-sign.

WORD AND PHRASE-SIGNS.

1.	about	date	doubt	quite	could	got	get, good	if-it	for-it
2.	after	have-it	that	without	world, hold, held	Lord	yard		
3.	immediate-ly	somewhat	in-it	nature	under	hand owned			

SENTENCE EXERCISE.

1. About what date do-you *intend* to meet him? 2. I doubt *not* he-will *reciprocate* immediately. 3. If-it-is-*not* too much *trouble*, let me see that *catalogue*. 4. He-was quite good *in* nature study, but he failed *in* *arithmetic*. 5. I-hope that-you-can get the coat from-the *madam*. 6. *If*-you come for-it immediately, you-*may*-have-it. 7. He *put* his hand *in*-his pocket and got *out* a cent. 8. The world is somewhat *better* now *than* *in*-that remote generation. 9. We could-*not* get *along* at-the *hospital* without Ned. 10. After that *report* we-had *no*-doubt about-the *fact*. 11. Under date of-the first, I *wrote* that I-could-*not*

meet him before *Monday* night. 12. He wished to-have a hand in-it, but we could-*not* educate him to-it. 13. He-is somewhat *uncertain* about-the nature of-the bill to be acted upon. 14. I quite agree that-the act can-*not*-be passed after that date without his *support*. 15. If-it could-be bought immediately, I-could afford to pay that price per-yard for-it.

CHAPTER XXIV.

THE HALVING PRINCIPLE APPLIED TO
HOOKED STROKES.

175. Any light *l* or *r* hook double consonant may be halved to add the sound of *t* in words of one syllable, and the sound of *t* or *d* in words of more than one syllable. (Line 1.)

176. Any shaded *l* or *r* hook double consonant may be halved to add the sound of *d* in words of one syllable, and the sound of *d* or *t* in words of more than one syllable. (Line 2.)

177. Single syllable words ending in *d*, preceded by a light *l* or *r* hook double consonant; or ending in *t*, preceded by a shaded *l* or *r* hook double consonant, must be written in full, as shown in Line 3. Some few exceptions may be made to this rule, in such common words as *trade* and *great*, last two in Line 3.

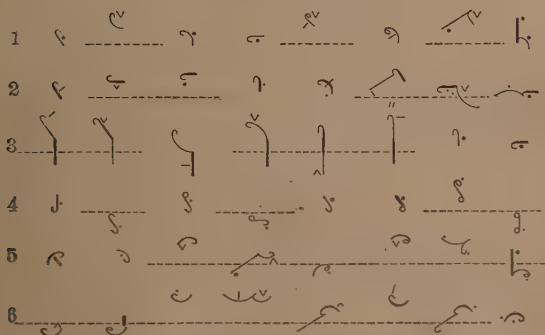
178. Final hooked consonants, whether light or heavy, may add *t* or *d* freely in all kinds of words; thus, in Line 4, the first word may be either *tent* or *tend*; the second, *plant* or *planned*; the third, *spent* or *spend*, etc., the context being safely relied upon for the choice of the proper word. The added *t* or *d* reads after a final hook, but, again, before a final circle. (Line 4.)

179. Shortened *l*, *r*, *m*, and *n* with a final hook need not be shaded to add *d*, as was the case with the unhooked forms. (Line 5.)

180. Shortened *m* and *n* with an initial *weh* hook are not shaded to add *d*. To shade them would be to cause interference with half-length *mr* and *nr*. (Line 6.)

181. *Emp*, which was not shortened as a simple consonant, may be halved when followed by the *n* hook, in such a word as *impend*. (Line 6, last word.)

READING EXERCISE.



182. In order to preserve the proper pronunciation for the half-lengths, the following words are again suggested as a guide: *Fleet* is described as *flet*¹, *blade* as *bled*², *doubled* as *d-beld*², *pamphlet* as *p-m-flet*³, *sprint* as *iss-prent*¹, *strands* as *iss-trends*³; in each instance, again, sounding the *t* or *d* in the same syllable with the consonant which is halved to add the *t* or *d*. In preparing the following exercise, pronounce the consonant outline of each word before writing it.

WRITING EXERCISE.

1. Fleet, trait, fright, plot, clot, threat, trite, Pratt.
2. Uttered, offered, betrayed, entitled, prospered.
3. Blade, broad, greed, dried, glad, saddled, soldered.
4. Gathered, measured, migrate, virtuous, gratefully.
5. Bound, rent, craft, stand, sprint, gland, blind, print.
6. Grunt, screened, appoint, suspend, raft, approved.
7. Drifts, friends, brands, finds, accounts, plants, vents.
8. Lint, lends, mount, mounds, went, winds, around.
9. Impugned, dampened, secretary, tendency, country.
10. Freedom, credible, authentic, mountain, ventures.
11. Displayed, pamphlet, retreat, hammered, arbitrate.
12. Degrade, democrat, traveled, refund, disappoints.
13. Moments, husband, ancient, expedient, residents.
14. Apparent, fragrant, amusement, encouragements.
15. Extent, identify, pavement, element, incidental.
16. Protect, cultivate, gratified, candidate, respondent.
17. Treatment, abundant, standard, gratitude, Atlantic.

183. *Not* or *hand* may be phrased to a word by halving it and adding the *n* hook, as shown in the following list. The *n* hook may also represent *not* after the tick *or*, to get *or not*. *Can* must never be halved to add *not*, but, instead, the two signs for *can* and *not* must be phrased to make *cannot*. A word may, likewise, be halved to add *to*, as in the phrase *able-to* below.

WORD AND PHRASE-SIGNS.

1	∩	∩	∩	∩	∩	∩	∩
partic- ular-ly	oppor- tunity	part	build	able-to	behind	be-not	toward

2	at-hand	did-not	do-not	had-not	child	gentle- men	gentle- man
3	accord- ing-ly	are-not	if-not	have-not	virtue	through- out	was- not
4	will-not	may-or-am not amount	move- ment	in-order-to	conse- quent	signifi- cant	
5	we-are- not	were- not	on-either- hand	on-the- other-hand	on-the- one-hand	as-great- as	

SENTENCE EXERCISE.

1. I-am-not particular *if*-you do-not pay the rent immediately. 2. The gentleman bought a part of-the lands in-order-to farm it. 3. On-the-one-hand, we-have-not had-an opportunity to accompany *our* friends. 4. On-the-other-hand, we-do-not-think we should-have cared to-do-so, had-the opportunity been at-hand. 5. I-will-not stand behind-the gentleman throughout-the *exercises*. 6. Be-not afraid to *venture* toward-the strand; he-will *protect* you. 7. You-will-not *find*, on-either-hand, any *tendency* to *prevent*-the movement. 8. We-were-not able-to *take* part in-the event, so we acted accordingly. 9. The amount *she* gave to-the fund was-not as-great-as that given *by* her husband. 10. *If*-you do-not come around according to *promise*, the gentleman will-not pay

his *account*. 11. Her plan had-not much virtue, *so* I-did-not lend *my* hand to-the movement. 12. Will-you accompany *us* to-the *mountain*? If-not, we-are-not *inclined* to *disappoint*-the gentlemen. 13. Robert thinks he-may-not-be *entitled* to any part of-the amount. 14. The *candidate* hopes to-be-able-to build a cottage *by*-the *Atlantic* Ocean. 15. In-order-to *succeed* *in*-this movement, we-*must* have-the *encouragement* of all, particularly *our* friends.

CHAPTER XXV.

THE DOUBLING PRINCIPLE.

184. Any curved stroke, except *emp* and *ing*, may be made double its usual length to add any one of the syllables *ter*, *der*, or *ther*. The added syllable always reads last, except that, again, the circle may read after it. A decided vowel sound in the added syllable, such as *u* in *future* and *i* in *entire*, may be expressed by striking the diphthong sign through the end of the double-length; or, in the case of a dot or dash vowel, employing the principle of intervocalization. The double-lengths in Line 1 of the Reading Exercise add *ter*, in Line 2 they add *der*, and in Line 3, *ther*.

185. The curve *emp* or *emb* is lengthened to add *er*; the curve *ing*, to add *ker* or *ger*. (Line 4.) A slanting or vertical double-length stroke, in first position, rests on the line; in second position, goes half way through the line; and in third position, two-thirds through the line.

186. When *tr*, *dr*, or *thr*, is followed by a vowel sound, the doubling principle cannot be employed, but, instead, the double consonant forms must be used. In Line 5, note the difference between *center* and *sentry*, *winter* and *wintry*.

187. The straight strokes are never doubled, except *k*, which, following another stroke, may be lengthened to add *tr*, as heard in the syllables *tor* and *ture*, in such words as *factor* and *structure*. (Line 5.)

188. Two curves of different lengths, forming no angle, must be disjoined. (Line 5, last word.)

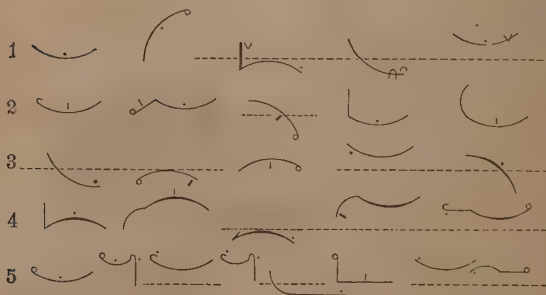
189. In naming the double-length outlines, they should be pronounced in such a way as to indicate the use of

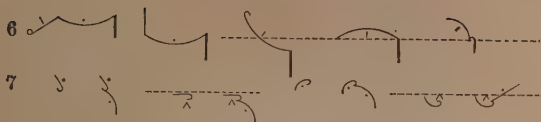
the doubling principle; thus, *matter* should be given as *metter*, not *m-ter*; *render* as *ray-ender*, not *ray-n-der*; *mother* as *meth-er*, not *m-ther*. The latter forms of pronunciation would indicate the use of the double consonants *tr*, *dr*, and *thr*.

190. To form the past tense of words which, in the present tense, are expressed by the doubling principle, add *d*. When *d* makes no angle with the lengthened stroke, as in the word *ordered*, the half-length double consonant must be used. (Line 6.)

191. Such words as *painter*, *counter*, *lender*, *founder*, which are derivatives of *paint*, *count*, *lend*, and *found*, should not be expressed by the doubling principle, but, instead, *ar* should be affixed to the primitive forms. (Line 7.) This plan of preserving unaltered the sign for the primitive word, in the formation of derivatives, should not be departed from except where a bad outline results.

READING EXERCISE.





WRITING EXERCISE.

1. Latter, meter, Easter, shatter, softer, slaughter.
2. Cinder, slender, render, yonder, defender, calender.
3. Weather, another, smother, feathers, forefathers.
4. Chambers, encumber; limber, slumbers, plumper.
5. Anchor, stronger, hanker, Bangor, finger, franker.
6. Anderson, central, hindrance, literally, maternal.
7. Thither, lethargy, tinker, clamber, jumper, alter.
8. Senator, anthracite, interfere, entertain, interview.
9. Intervene, enterprise, interest, introduce, interim.
10. Walter, swelter, laughter, asunder, pamper, umber.
11. Distemper, angered, murdered, picture, director.
12. Further, simpler, temperament, flattered, lectured.
13. Interpretation, remainder, reporter, scamper, filter.
14. Intersect, materialize, juncture, prompter, drinker.
15. Interwoven, interrupt, remitter, dissenter, bumper.
16. Spelter, obliterate, disorder, intercede, cucumber.
17. Rancor, weathered, intercourse, halter, engender.

192. The words *their*, *there*, and *other*, each of whose consonant expression is *thr*, may be phrased with the preceding word by means of the doubling principle. The commonest examples of such phrases are shown in the following list. A wider use of this principle is possible, and similar combinations will suggest themselves to the student as he progresses.

WORD AND PHRASE-SIGNS.

1

2

SENTENCE EXERCISE.

1. If-there-is a *letter* from mother, take it to-the-other room. 2. It-matters-not *whether*-the *one* or-the-other is-the *stronger*. 3. When-there-is-an opportunity, we-will attend-the *lecture* at Bangor. 4. Walter and some-other boy *engaged* in laughter at-the *Easter festival*. 5. Was-there any action taken *by*-the senators in-their *interest*? 6. Have-there-been any *interviews* with Anderson and Alexander? 7. For-their *interest*, I-did-not *interfere* in-their *enterprise*. 8. Will-there-be a new *director* appointed before-the *lectures* begin? 9. I-do-not-know of any-other *statement* than-the *one* rendered *by*-the *legislator*. 10. This will *introduce* my father, who, *in-future*, will *manage* my *entire* business. 11. It-is-a difficult matter to-have-their *letters* delivered *sooner*. 12. I-do-not-know *whether* there-is-another *lecture*, *neither* do I care. 13. The-other *day* when-I-was-there, I *wandered* over-the *entire* city. 14. The *banker* gave *orders* to erect a *structure* in some-other part of-the town. 15. The painter of-the *picture* is blamed for-the murder which occurred the-other *day* in-the *wilderness*.

CHAPTER XXVI.

THE PREFIXES.

193. The prefix *con*, *com*, or *cog* is expressed by placing a dot in front of the remainder of the word, as shown in Line 1 of the Reading Exercise.

194. When any one of these syllables occurs in the middle of a word, as in *decompose* and *reconcile*, it is indicated by disjoining the part of the outline following *com*, *con*, etc., from the part preceding, and writing the two parts close together. (Line 2.) When *com* at the beginning of a word is preceded by a vowel sound, as in the word *accommodation*, the consonant *k* is expressed, as shown in Line 2, fifth word. This plan really duplicates the *k* sound as heard in the syllable *com*, but there is no satisfactory alternative in such words. Following the same plan, *con*, *com*, or *cog*, at the beginning of a word, may be sometimes indicated by writing the word close to the preceding character or outline, as in the phrase *I-must-confess*, last in Line 2.

195. The prefix *contra*, *contri*, *contro*, or *counter* is expressed by a *chay* tick written in front of the remainder of the word. (Line 3.)

196. *Self* or *circum* is expressed by writing a small circle before the outline proper, in the second position; or, in such words as *self-control*, in front of the outline, to take the place of the *con* dot. (Line 4.)

197. The syllables *in*, *en*, and *un*, as prefixes, are expressed before *spr*, *str*, and *skr* by a small backward hook,

as shown in Line 5. This small initial hook for *n* may be likewise employed before the *iss* circle on certain curves, as, for example, in such combinations as *nsi*, *nsr*, and *nsish*, where an awkward outline would result if the stroke *n* were written. (Line 5.)

198. *Magna*, *magne*, or *magni* is represented by the stroke *m* disjoined from the remainder of the outline. (Line 6.)

199. A vowel sound in a prefix, even though accented, does not control the position of the word; it is then the first *expressed* vowel which determines the place of the outline. Note the word *counterfeit* in Line 3, and all the words in Line 6. As a matter of fact, the prefix words may be freely written upon the line, without regard to vowel sound.

READING EXERCISE.



WRITING EXERCISE.

1. Consign, conduce, conveyance, confer, conflicts.
2. Conspiracy, constancy, conservatism, compelled.
3. Commit, compass, convict, compensate, combine.
4. Complicate, congratulate, constraint, complained.
5. Recognize, misconceive, unconcern, inconstant.
6. Recompense, incomplete, reconstruct, unconscious.
7. Commodity, cognomen, inconceivable, consent.
8. Contradict, countermarch, counterpart, controversy.
9. Counteract, countermine, contravention, convey.
10. Self-esteem, self-sacrifice, self-evident, self-taught.
11. Circumspect, circumflex, circumjacent, self-made.
12. Contribution, self-contain, circumnavigate, insult.
13. Insuperable, instrument, unscrupulous, insecure.
14. Enslave, insurrectionary, instructor, insatiable.
15. Magnified, magnificence, magnifier, magnanimity.

WORD AND PHRASE-SIGNS

inexperience construction instruction circumstance circumstantial

consider inconsiderate condition inscription conclude

conversation selfish unselfish concern in-some

SENTENCE EXERCISE.

1. He-is inexperienced *in-the* construction of-such instruments. 2. Under-the circumstances, the instructor offers the *best possible* instruction. 3. I consider-the conditions too complicated for us to fulfill. 4. She was very inconsiderate *in* her conversation with-me. 5. In-some particulars, the selfish man showed much concern about-the counterfeit money. 6. I-must conclude that-he displayed much inexperience *in-the* controversy. 7. The inscription on-the tablet is incomplete in-some details. 8. According to-the conditions, those engaged *in-the* insurrection must be enslaved. 9. I consider that-I-was insulted during-the conversation. 10. That selfishness leads to-a loss of self-esteem is self-evident to all. 11. In-consideration of-the circumstances, you-must contradict the unscrupulous clerk. 12. I-cannot conceive why they-are-not concerned about-the instruction. 13. The government has reached-the conclusion that, under present conditions, the goods must be declared contraband. 14. In-some future conversation, we-shall consider-the standing of-that concern. 15. I consider that-the construction of-the hall was begun under-the most favorable circumstances.

CHAPTER XXVII.

THE AFFIXES.

200. The affix *ing*, when it is a distinct syllable, may be expressed by writing a dot immediately behind the outline proper. The dot *ing* in no way supersedes the stroke *ing*; it merely provides a better expression for the writing of the syllable *ing* after certain forms, especially word-signs, than is provided by the stroke. (Line 1.) Such words as *bring*, *spring*, and *fling* must end in the stroke *ing*, because the *ing* does not form a separate syllable. The *ing* in the words *laying* and *taking* may be expressed by either the dot or stroke. (Line 2.)

201. To summarize, it might be stated that the stroke *ing* must be used in all words in which *ing* is not a distinct syllable; that when *ing* is a distinct syllable, either the stroke or dot may be used; but that after word-signs, or consonants with which the stroke *ing* makes no angle, the dot is preferred, because it preserves unchanged the first form of the sign.

202. The plural *ings* may be represented by a small circle; the phrase *ing-the*, by a *chay* tick, written behind the word, as in Line 3.

203. *Ing* may also be implied at the end of a word by writing the following sign close to the word ending in *ing*; thus, the phrase *thanking-you*, last in Line 3.

204. The affix *ly* may be expressed by the disjoined *l*, when to join it would make an awkward combination. (Line 4.)

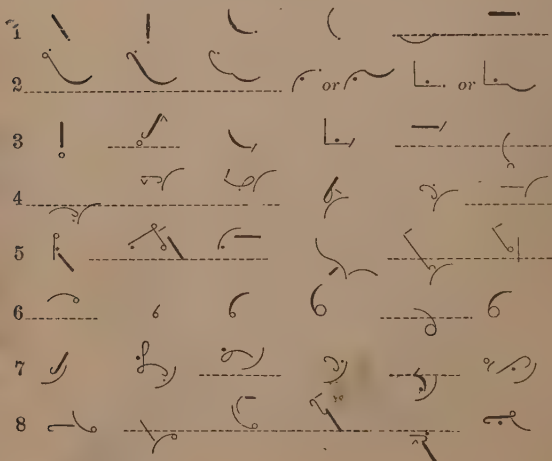
205. The endings *-l-ty* and *-r-ty*, usually reading *ility*, *ality*, *arity*, and *erity*, are indicated by disjoining the consonant coming immediately before the ending *ility*, etc. The rest of the outline will readily suggest which particular ending is needed to form the word. (Line 5.)

206. *Self* as an affix is expressed by a small circle, disjoined if necessary. The *sez* circle represents *selves*. (Line 6.)

207. *Ship* is represented by disjoined *ish*. (Line 7.)

208. *Fulness* is indicated by disjoined *f-iss*; *lessness* by disjoined *l-iss*; *ble* and *ful*, by simple *b* and *f* joined, when *bl* and *fl* cannot be written.

READING EXERCISE.



WRITING EXERCISE.

1. Buying, putting, coming, willing, remembering.
2. Beings, buildings, engravings, fittings, proceedings.
3. Thinking-the, making-the, hoping-the, wishing-you.
4. Meanly, bluntly, chiefly, briefly, finely, plainly.
5. Suitability, futility, barbarity, liability, frugality.
6. Vulgarity, individuality, debility, finality, vitality.
7. Instrumentality, fidelity, punctuality, affability.
8. Regularity, ductility, prosperity, expansibility.
9. Herself, thyself, oneself, itself,* courtship, lordship.
10. Clerkship, partnership, citizenship, fellowship.
11. Hopefulness, carelessness, mindfulness, sensible.
12. Advisable, responsible, successful, disgraceful.

SENTENCE EXERCISE.

(A GENERAL WORD-SIGN REVIEW.)


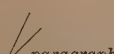


1. I myself am-not aware that-the people are-not satisfied with-*these* conditions. 2. *They*-have given themselves much concern about-the advanced principles of stenography. 3. We should-not subject ourselves to those influences which, I-am-sure, have-*no* religious value whatever. 4. A number of members, together with yourself, *must* remember-the rules of-the organization, and carefully practice them. 5. I-had-the pleasure of hearing an extraordinary speech the-other *day*, the subject of which was "Christian Liberty." 6. Several important improvements will-have-to-be-*made* immediately *in* phonography in-order to improve-the instruction *in*-this subject. 7. *In*-his remarks, he spoke of several conditions




*Itself is written through the line to distinguish from *its* and *it-is*.

which, *in-my* opinion, apply equally *well* to every movement of this description. 8. It gives *me* considerable pleasure to *put-you in* possession of all the information you wish to have concerning that *position*. 9. It appears to *me* that unless you can *meet* all the objections which *they-may* advance, you will surely lose whatever advantage you have already *secured*. 10. Though I did not *agree* with them *in-the* above matter, *my* manner toward them shall be *no* different from what it has been before. 11. It is *well* to hold *in* remembrance now and ever after this all that the Scriptures tell *us* about the importance of speaking the truth under all conditions. 12: I hope to have an opportunity, *in-the* near *future*, of advancing *my* opinions before the members of your organization. 13. The United States has begun to govern its new possessions *in-a* manner different from that which has been followed *by* other nations. 14. I have been very careful from the first to give *entire* satisfaction to the owner of the building, and shall ever do *so*. 15. Throughout all the dangers, external and internal, to which the nation has been subjected, the people, as a whole, have expressed themselves as being *in entire* accord with the *policy* of the government.

PUNCTUATION MARKS, AND FIGURES.

209. Because of the rapidity with which stenographic work must be done, it is not possible nor, indeed, is it necessary to insert all marks of punctuation. Only the most important ones, such as the period, parenthesis, paragraph, etc., are given expression. For these principal marks, special signs are provided, as shown below. Other punctuation marks, when used, are expressed in the ordinary way.

			
<i>period</i>	<i>paragraph</i>	<i>interrogation</i>	<i>exclamation</i>

		
<i>parenthesis</i>	<i>dash</i>	<i>hyphen</i>

210. The figures 1 and 6, occurring singly, should always be expressed in shorthand form; otherwise confusion will arise with the signs for *it* or *which*, and *this* or *these*.

211. The figures 2, 3, 4, 5, 9, and 10, occurring singly, can be more rapidly written by employing the shorthand sign, but may be expressed in the usual manner, at the pleasure of the writer.



PART II.

Under the designations given below, is set forth, in the following pages, that large variety of words and phrases whose shorthand forms lie outside the limits of the general principles presented in the foregoing chapters. Each Practice Exercise is specially designed to illustrate the signs on the opposite page.

Compound Words.

Derivatives, and Outlines Based upon the Word-Signs.

Irregular Forms.

Positive and Negative Words.

Distinction by Difference in Outline.

Distinction by Difference in Position.

Contracted Phrases.

Omission of "Con" or "Com."

Omission of "N" Hook before "L" or "Ray."

Omission of "N" Hook before "M."

Omission of "T" following "S."

"F" Representing "For" or "Form."

Omission of "K-T" before "V," and "K" or "N" before "Shun."

"D" Representing "Hood."

Words Ending in "Cient-cy-ly."

Miscellaneous Contractions.

Intersections.

Omission of Words "of the" and "from-to."

Figures.

Iss Circle in Phrasing to Represent "Us."

Countries, States, and Cities, whose Outlines are Contracted or Irregular.

COMPOUND WORDS.

almost		thanksgiving
although		thereafter
altogether		thereby
anyone		therefore
anything		therein
anywhere,		to-day
inquire-y		to-morrow
beforehand		unaware
everything		undergo
everywhere		underhand
forever		understand
hereafter		understood
hereby		undertake
herein		whatsoever
hereinafter		whenever
hereinbefore		whenever
heretofore		whenever
herewith		whereas
howsoever		whereat
into		whereby
moreover		wherefore
nothing		wherein
nowhere		whereof
otherwise		wheresoever
overcome		wherever
somehow		who-msoever
something		withdraw
somewhere		withhold-held

DERIVATIVES, AND OUTLINES BASED UPON THE
WORD-SIGNS.

advertised		everlasting
advertisement		glorify
advertiser		glorious
advertising		governor
afternoon		imaginary
afterward		onward
disadvantage		outward
displeasure		phonographer
dissatisfaction		phonographic
dissimilar		practiced
downward		satisfactorily
enlarge		satisfactory

PRACTICE EXERCISE 1.

1. It-should-be *understood* that *everything* new *here-with* presented is based upon *something* learned *before-hand*. 2. *Therefore*, *whatsoever* you write *to-day* and *to-morrow*, you-should *understand*, you have met *some-where* *heretofore*, *although* in simpler form. 3. *Altogether*, there-is cause for *everlasting* *thanksgiving* that not *any-thing* *herein* is really new. 4. I-was *unaware* that-the *advertisement*, *whereof* you spoke, was-not *satisfactory* and was *withheld* by-the advertiser. 5. He showed much *displeasure* and *dissatisfaction*, *wherefor* he-was *dis-charged*. 6. Can you find *anyone* *anywhere* to *undertake*-the work *hereafter*? 7. *Withdraw* your *advertising* *whenever* you have *advertised* enough. 8. I-shall-be *forever* at-a *disadvantage* unless I-can *hereby* *overcome* his opposition. 9. *Wheresoever*, *whensoever*, and-with *whomsoever* you speak, say *nothing* that *hereafter* might place you at-a *disadvantage*. 10. The *phonographer* *practiced* his *phonographic* exercise this *afternoon*, and-will *undergo* a test before-the *governor*. 11. *Inquire* *wherein* the two houses are *dissimilar*, except in *outward* appearance. 12. Do *nothing* in-an *underhand* way, for *thereby* your course may-be *downward* rather-than *on-ward*. 13. *Somehow* he fails *wherever* he goes, *whereas* she *nowhere* has difficulty. 14. *Moreover*, the place *whereat* he works has-been *enlarged*; *therefore*, he-must-do more *therein* than *heretofore*. 15. *Glorify* the Lord now and *forever* *afterward*, *anywhere* and *everywhere* that-you-may-be; *otherwise*, there-is-no way *whereby* you-can achieve *glorious* success. 16. Many *imaginary* *diffi-culties* will *hereinafter* appear, as was true *hereinbefore*, but all must be *satisfactorily* *overcome*.

DERIVATIVES, ETC.—CONCLUDED.

stenographer
stenographic



uncommon
upward

IRREGULAR FORMS.

agent
also
always



anxiety
balance
belief-ve



between
calculate
circulate



commission
connection
forego



forget
forgive-n
hitherto



majority
minority
prejudice



profit
regulate
return



unreasonable-y
writing
written



POSITIVE AND NEGATIVE WORDS.

illegal
illegible
illegitimate



illiberal
illiterate
immaterial



immoderate
immoral



immovable
irrelevant
irreligious



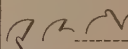
irrepressible
irresistible
irresolute



irresponsible
legal



legible
legitimate
liberal



literate
material
moderate



moral
movable
natural



necessary
relevant
religious



repressible
resistible
resolute



responsible
unnatural
unnecessary



PRACTICE EXERCISE 2.

1. The *stenographer* is *liberal* and *religious*, but the *agent* is quite *illiberal* and *irreligious*. 2. The *majority* showed much *anxiety* lest the *minority* might be *unreasonable* before the *commission*. 3. It is not *uncommon* to find that while *stenographic* notes are *legible* to him who has *written* them, they are *illegible* to others. 4. I *believe* his business *returns* to him *illegitimate profits*, and it is *unnecessary* to say that he is *irresponsible* and *immoral*. 5. In this *connection*, it is but *natural* to say, also, that *moral* and *responsible* men *always* prefer to engage in a *legitimate* business. 6. *Hitherto* I have *forgiven* the *illiterate agent*, yet I do not *forget* his *prejudice* which seemed *unnatural*. 7. He *regulates* his expenses so that a *moderate balance* remains each week for the purchase of *writing materials*. 8. I *calculate* that *upward* of a million books *circulate* among the people *between* April and August. 9. The *literate* man must *forego* considerable *illiteracy* among a *majority* of those who are *irresistibly* opposed to education. 10. It is my *belief* that those measures are not only *irrelevant* and *immaterial*, but they are *also illegal*, and it will be *necessary* to have *legal* advice in the matter. 11. The *resolute stenographer* made some *relevant* remarks concerning some *irrepressible* evils which *hitherto* have not been *regulated*. 12. Certain articles *hitherto movable* were found to be *immovable* by the *unreasonable* boy. 13. His actions, though *immoderate* and *irresolute*, are both *resistible* and *repressible*, and it is *unnecessary* to cause any *anxiety* about it.

DISTINCTION BY DIFFERENCE IN OUTLINE.

abandoned			patient
abundant			patron
appropriate			pattern [pose]
appropriation			perhaps-pro-
available			persecute
comparison			person
copy			poor
debtor			portion
deviation			preparation
devotion			propriety
editor			prosecute
firm			pure
form			purpose
God			regard
guide			regret
innovation			renew
invasion			ruin
occupy			separate
operation			spirit
oppression			support
passionate			valuable

DISTINCTION BY DIFFERENCE IN POSITION.

accept			effect
adapt			exalt
administration			except
adopt			extract
advise-ce			extricate
affect			exult
appeal			indebted
apprehend			indicted
approbation			permanent
approve			permit
attempt			pre-eminent
compel			probation-
compile			prohibition
comprehend			prominent
defeat			promote
demonstration			prompt
devise-ce			proof-prove
devote			tempt
			undoubted

PRACTICE EXERCISE 3.

1. It-is my *purpose* to-have-this *valuable* building *abandoned* when-the-other is *available*. 2. The *debtor* and-the *editor* show much *devotion* to-the policy of-the *administration*. 3. I *regret* to say that-he-will *ruin* his chances for success if-you do-not *compel* him to *renew* his studies. 4. *Permit* him to *occupy* that chair while he *copies* a *portion* of-the *appropriation* bill. 5. I-have *undoubted* *proof* that a *prominent* *patron* of-your *firm* is *indebted* to-me. 6. When-he-is *apprehended*, I-shall-be *prompt* to *prosecute* him and-have him *indicted* in due *form*. 7. The *guide* is-a *passionate* *person* in *comparison* with-the *patient* man who, though *poor* in riches, is *pure* in *spirit*. 8. *Appropriate* steps have-been taken to procure *abundant* supplies, in *preparation* for-the *invasion*. 9. I-do-not *approve* of-the *demonstration* and cannot *support* it; on-the-other-hand, I-shall *devote* myself to-the *defeat* of-the plan. 10. If-you *adopt* the *pattern* I *propose*, *perhaps* you-can *adapt* it to-your *purpose*. 11. I-cannot *comprehend* why-the *editor* *attempts* to *promote*-the *prohibition* movement without my *approbation*. 12. As-an *effect* of-that *operation*, he-is *persecuted* and must suffer *oppression*. 13. I *advise* you not to *exult* too much, and I *appeal* to-you to *devise* some *permanent* plan to *exalt* them to a *pre-eminent* position. 14. You-should *accept* the Word of God wholly; let no-one *tempt* you to *except* anything. 15 I *regard* his method of *extracting* teeth as-an *innovation*, and as-a *deviation* from-the old process. 16. While on *probation*, you can, with perfect *propriety*, *compile* a *separate* list of our *patrons*. 17. When-I *extricate* myself from-the difficulty, I-hope to *prove* that *prohibition* will *affect* every *person* favorably.

CONTRACTED PHRASES.

absolutely necessary again and again		inasmuch as in order that
as far as possible as much as possible		in receipt of in reference to
as soon as as soon as possible		in regard to in relation to
as well as as well as possible		in reply to in respect to
at all events at any rate		in response to in the world
at least at some time		instead of [peace justice-of-the-
at the rate of at the same time		last week less than
bear in mind bill of lading		more and more more or less
bill of sale condition of affairs		most important my dear sir
[U. S. Constitution of the day or two		next week one of the best
esteemed favor ever and ever		one of the most one or two
f. o. b. for some time		over and over point of view
for the most part gentlemen of the jury		somehow or other sometime ago
great extent hand in hand		sometime since state of affairs

PRACTICE EXERCISE 4.

My-dear-Sir: In-reply-to-your esteemed-favor of last-week, received a day-or-two ago, I-am prepared to say that-the bill-of-sale, as-well-as the bill-of-lading, will-be-sent to-you next-week, or as-soon-as-possible after that. Bear-in-mind, at-the-sametime, that at-the-rate-of freight charged on-these goods, f.-o.-b., our mill, it-will-be absolutely-necessary to suspend shipments for one-or-two weeks, inasmuch-as, for-sometime past, we-have lost more-or-less on-each consignment.

I-am also in-receipt-of-your letter in-relation-to-the condition-of-affairs as they existed sometime-since at-your factory. In-reference-to this-matter, as I-have said over-and-over, it-is most-important that-you-should, somehow-or-other, improve-the present state-of-affairs without allowing-the case to-go before-a justice-of-the-peace, at-all-events, before-the gentlemen-of-the-jury.

In-response-to your request in-regard-to a discount on-the goods sent-you sometime-ago, as I-have stated again-and-again, I-cannot accept less-than the price charged. The carpet sent, instead-of being inferior, is one-of-the-best patterns in-the-world, as-well-as one-of-the-most costly. This-is true, at-least in-respect-to pattern No. 10. From my point-of-view, at-any-rate, I-am more-and-more convinced that, at-sometime in-the near-future, the demand for-these goods will, to-a great-extent, fall off, and hand-in-hand with-that will come a fall in prices. In-order-that you-may profit as-much-as-possible by-this purchase, as-soon-as the shipment reaches you, dispose of-the goods, as-far-as-possible, at-the full price, and-do as-well-as-possible with-the balance. For-the-most-part, this will, no-doubt, be satisfactory.

CONTRACTED PHRASES.—CONCLUDED.

this morning this week		with reference to with regard to
three or four two or three under the circum- stances under these circum- stances		with respect to yesterday morning your favor yours truly

OMISSION OF "CON" OR "COM."

accomplish communication		contingent continue
community comparative		contrary convenience
comparatively confidence		discontinue inconsistent
confidential-ly contingency		inconvenience reconsider

OMISSION OF "N" HOOK BEFORE "L" OR "RAY."

documentary elementary		momentary monumental
fundamental instrumental		ornamental rudimentary

OMISSION OF "N" HOOK BEFORE "M."

abandonment appointment		attainment contentment
assignment atonement		enlightenment entertainment

PRACTICE EXERCISE 5.

My-dear-Friend: *With-reference-to your-favor* received *this-morning*, I-have every *confidence* in saying that, *under-the-circumstances*, I-will keep my *appointment* with-you *this-week*, sometime within the next *two-or-three* days, unless some *contingency* prevents. I trust this meeting will-be *instrumental* in *accomplishing* what you outline in-your *confidential communication*.

With-regard-to-the entertainment referred to *yesterday-morning*, I-will unite with-you and *three-or-four* others to hold it for-the *enlightenment* of-the *community*. *Under-these-circumstances*, there-must be no *abandonment* of-the project; on-the *contrary*, we must *continue* our efforts for-the *attainment* of-our purpose. This will give more-than *momentary contentment*.

With-respect-to your son's *assignment* as instructor in *elementary* mathematics, it-is *fundamental* that-he-should-have, first, a thorough *rudimentary* training in this science, rather-than a training in merely *ornamental* subjects, which he-should *discontinue* at-once, as they-are *inconsistent* with-the early *accomplishment* of-his object. At your *convenience*, therefore, you-should *reconsider-the* matter contained in-your *communication*.

You-will cause me *comparatively* no *inconvenience* if-you fail to furnish the *documentary* evidence asked for *yesterday-morning*. You-will make a *monumental* blunder, however, if-you fail to keep-the *appointment* above referred-to. Our *comparative* interests should impel us to unite for-the *attainment* of-the several objects which I-have herein discussed *confidentially* with-you.

Yours truly,

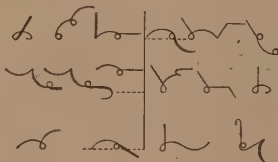
Pitman Phonography.

OMISSION OF "T" FOLLOWING "S."

adjustment
celestial
domestic

investigate
investigation
mistake

[as well
mostly-may
must be



must have
post-mark
post-office

postal-card
postscript
testament

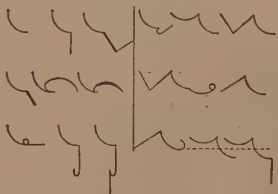
testimony
trustworthy

"F" REPRESENTING "FOR" OR "FORM."

conform
conformity
forbear

forbid
formal-ly
former

forsake-for
the sake of
fortune
fortunate



forward
inform
perform

performance
reform

reformation
uniform
uniformity

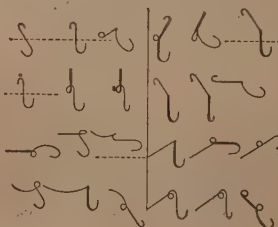
OMISSION OF "K-T" BEFORE "V," AND "K" OR
"N" BEFORE "SHUN."

application
attraction
certification

contraction
destruction
destructive

examination
explanation
inclination

inspection
introduction
irrespective



jurisdiction
justification
prediction

production
productive
qualification

reduction
resignation
resurrection

restriction
restrictive
specification

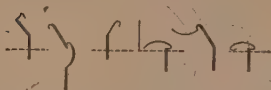
PRACTICE EXERCISE 6.

1. His *testimony* was mostly *trustworthy*, but I *may-as-well* *inform-you* that-it-was-not in *conformity* to-his *former examination*. 2. The *postal-card* *forwarded* from-the *post-office* contained a *domestic post-mark*. 3. It-will-be *fortunate* for-you if an *application* must-be-made for an *adjustment* of-his *fortune*. 4. I-must-have some *explanation* of-your *resignation*, also some *justification* for-the *reduction* in-the *production* of grain, over which you have-had *jurisdiction*. 5. The *investigation* of-the *performance* will *conform* to certain *restrictions*, *irrespective* of-your *prediction* to-the-contrary. 6. Do-not *forsake-the* *reform* movement *for-the-sake-of* those who-have no *inclination* to aid the *reformation*. 7. An *inspection* proved that a *destructive* storm had caused the *destruction* of-the *post-office*. 8. In-the letter of *introduction*, make no *mistake* about my *qualifications*, so-that he-can *investigate* before he engages me to *perform-the* duties which-are *restrictive* in nature. 9. In her *postscript* she spoke of-the *resurrection* and-of *celestial* life, as described in-the *Testament*, which has-a strong *attraction* for her. 10. It-is-a *misfortune* that all shorthand *contractions* cannot *conform* to-some *uniform* plan. 11. If-I-cannot *forbid* an *examination* of-the *specifications*, I-must *forbear* for-the time being, even though-the *examination* is *productive* of *unfortunate* results. 12. I herewith *forward-the* several *certifications* as requested, with an *explanation* of-their lack of *uniformity*. 13. You-should-have *informed* me before that-it-was necessary to-make *formal application* for a position in-the *post office*.

Pitman Phonography.

"D" REPRESENTING "HOOD."

boyhood
brotherhood
childhood



manhood
neighborhood
womanhood

WORDS ENDING IN "CIENT-CY-LY."

deficient-cy-ly
efficient-cy-ly
inefficient



insufficient
proficient-cy-ly
sufficient-cy-ly

MISCELLANEOUS CONTRACTIONS.

acknowledge
administrator
administratrix



dignity-fy
distinguish
electric-ity

advancement
agriculture-al
anniversary



English
especial-ly
esquire

aristocratic
astonish-ment
bankrupt



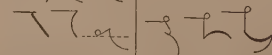
essential-ly
establish-ment
exchange

bankruptcy
beneficial
benevolent-ce



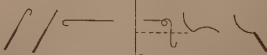
executor
executrix
expect

capable
catholic
certificate



expenditure
extempo-
 -raneous
extinguish-
 ment

challenge
change
character



extravagant-ce
familiar-ly
February

characteristic
collect
commercial-ly



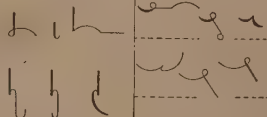
frequent-ly
Great Britain
history

correct
cross-examine
cross-examina-
 tion



hundred
identical-ly
independent

December
defendant
democratic
determination
determine
develop-ment










































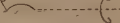











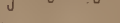









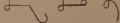



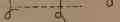

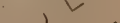
















indiscriminate
indispensable
individual
influential
inspect
insubordinate

PRACTICE EXERCISE 7.

1. This *neighborhood* is *deficient* in-the *development* of-the highest type of *manhood* and *womanhood*. 2. John Smith, *Esq.*, *acknowledges* the *efficiency* of-the *adminis-trator* and *administratrix*. 3. *English history* is *correct* in stating that, for more-than a *hundred* years, *Great Britain* has-been *distinguished* as-the greatest nation *commercially*. 4. There-has-been *sufficient* *advancement* in *agricultural* interests to warrant the *establishment* of-a Department of *Agriculture*, which-is-now *indispensable*. 5. Before-the *cross-examination* of-the *executor*, the *defendant* at the *December* term, the *executrix* was *cross-examined* relative to-the *extravagant expenditure* of certain funds. 6. To-my *astonishment*, the *bankrupt* and *insubordinate individual* is-an *aristocratic* man. 7. It-is my *determination* to-make-the *February anniversary* *democratic* in *character*. 8. I *expect* to collect *sufficient* money from *influential* members to *extinguish* the debt on-the *Catholic* church. 9. If-you *inspect*-the speeches of-the *extemporaneous* speakers, you-will-find them *identical*, especially in-all *essential* points. 10. *Insufficient* credit on-the *Exchange* and *indiscriminate* loans caused his *bankruptcy*. 11. We-are all *familiar* with-the *frequent* changes in-the weather, so *characteristic* of-this region. 12. In *childhood* and *boyhood* he showed much *independent* thought, and-in *manhood* he-was *proficient* in *electricity*. 13. The *administrator* is-a *capable* man, of *dignity* and *benevolence*, whose administration is *bene-ficial* to all. 14. I-am *determined* that no *inefficient* person shall *challenge* a *certificate* granted by-this *brotherhood*.

MISCELLANEOUS CONTRACTIONS.—CONCLUDED.

intelligence			privilege [ility
intelligent			probable-ly
intelligible			proper-ly-ty
irregular-ly			prospect
January			prospective
jurisprudence			public-ly-ish
knowledge			qualify
legislate-ure			quality
legislation			question
legislative			questionable-y
magazine			recollect
manufactory			regular-ly
manufacture			relinquish-ment
manufacturer			represent
mechanic-al			representation
memorandum			representative
messenger			republic
mortgage			republican
neglect [ber			respect
never, Novem-			respectful-ly
nevertheless			respective-ly
New York			September
northern			singular-ly
north-western			southern
notwithstand- ing			subordinate
observation			subscribe
overwhelm			subscription
passenger			substantial-ly
peculiar-ly			superscribe
perpendicular			superscription
perspective			temperance
Philadelphia			transact
philanthropic			transcribe
philanthropist			transcription
philanthropy			transgress
plaintiff			transfer
popular-ly			translate
practicable			transport
practicability			universal-ly
practical-ly			university
preliminary			wisdom
preservation			yesterday

PRACTICE EXERCISE 8.

1. I question the *practicability* of-the *temperance legis-*
lation enacted by-the *Republican legislature* of *New*
York. 2. The *intelligent manufacturer* was-a *passenger*
on-the *southern express* from *Philadelphia*. 3. He never
forgets to pay his *mortgage* interest in *January*, *Septem-*
ber, and *November*. 4. They *manufacture mechanical*
instruments of fine *quality* at-the *manufactory* in *northern*
New York. 5. The study of *jurisprudence* is *peculiarly*
popular at-the *university*. 6. Yesterday a messenger
brought a *memorandum* to-the *representative* in-the *leg-*
islative hall. 7. The *transfer* of-the *property* was *prob-*
ably irregular; nevertheless, I-will *subscribe* my name
to-the *transaction*. 8. *Transcribe* the article *published*
in-the *magazine*, and give me the *transcription* that
I-may *translate* it and place my *superscription* upon-it.
9. The *philanthropist* is *universally respected* in-the
republic for-his *public* spirited and *philanthropic* acts.
10. From my *observation*, he-has shown *wisdom* and
intelligence in-his *philanthropy*, notwithstanding your
representations to-the-contrary. 11. To-my knowledge,
he-has in *prospect* *substantial* and *practical* improve-
ments, about which he-has issued an *intelligible prelimi-*
nary perspective. 12. Do-not neglect to send a *subscription*
regularly to-the *respective* charities which it-is my *privi-*
lege to *represent*. 13. I *recollect* that-the *plaintiff's*
methods were *singularly questionable*, and-that-he *quali-*
fied his statements to-my *subordinate*. 14. I *respectfully*
urge you to *relinquish* your *prospective* plans for-the
preservation of-the *north-western* forests, as they-are-not
practicable. 15. *Perpendicular*, *superscribe*, *transgress*,
and *transport* refuse to harmonize in-a sentence.

ADDITIONAL MISCELLANEOUS CONTRACTIONS.

awe behalf		help henceforth
direction hard		quick-ly as quickly as possible
health heard		we can whether or not

INTERSECTIONS.

bank.	committee.	department.	agent.
railroad.	forth.	society.	association.
national bank			Pennsylvania Railroad
finance committee			set forth
post-office department			historical society
our agent			christian association

OMISSION OF WORDS "OF THE," AND "FROM-TO."

day of the week		from time to time
many of the		from place to place
circumstances		from 20 to 30.

FIGURES.

5 hundred		5 billion
5 thousand		5 hundred thousand
5 million		5 hundred million

ISS CIRCLE IN PHRASING TO REPRESENT "US."

for us		to us
with us		by us

PRACTICE EXERCISE 9.

Dear-Sir: *Our-agent* says he-has-not yet *heard* from-you as-to *whether-or-not* the *First-National-Bank* can loan us *five-thousand-dollars* on Monday of next-week. I understand from-the chairman of-the *Finance-Committee* that-the capital of-this bank is-now *five-hundred-thousand-dollars*, and-that-it-will-be increased to one *million-dollars*. We-are, *from-time-to-time*, in need of extra funds, and-if-the bank can-be of assistance *to-us* in-this *direction*, on-the *day-of-the-week* named, *we-can* promise to *help* them in-the future. Yours truly.






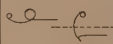






Gentlemen: In *behalf* of-the *Erie-Railroad* Branch of-the Young Men's *Christian-Association*, which-is trying *hard* to raise *five-hundred-dollars* for-its *Educational-Department*, we respectfully request a subscription from-you of *from-\$20-to-\$30*. Were-it necessary, we-might *set-forth many-of-the-circumstances* which-make imperative the *quick* collection of-the above amount. We trust you-will act *with-us* in-this movement. Send your subscription *to-us* through-the *Post-Office-Department*.

Yours-respectfully.

My-dear-Madam: It-is *hardly* necessary *for-us* to say that *henceforth* we-shall-be associated with-the *Historical-Society*. The work of-this society will require us to travel *from-place-to-place*, and-we enter upon our new duties with considerable *awe*.

We-are also members of-the *Relief-Association* which-is engaged in improving-the *health* of about one *hundred million* people in India. It-will require probably one *billion* dollars to establish permanently *healthy* conditions in this vast country. Very-truly-yours.

COUNTRIES, STATES, AND CITIES, WHOSE OUTLINES ARE CONTRACTED OR IRREGULAR.

Baltimore			New Jersey
California			North Carolina
Columbia			North Dakota
Columbus			Pennsylvania
Colorado			San Francisco
Delaware			South Carolina
District of Columbia			South Dakota
England			Virginia
Georgia			Washington
Maryland			West Indies
Massachusetts			West Virginia
New Hampshire			Wisconsin

PRACTICE EXERCISE 10.

1. *Baltimore, Md.*, has a population of about 500,000 and is distant forty-three miles from *Washington*, which is situated in the *District of Columbia*. 2. The Middle States are *New York*, *New Jersey*, *Pennsylvania*, *Delaware*, and *Maryland*. *New Hampshire* and *Massachusetts* belong to the *New England* States. 3. *San Francisco, Cal.*, is the metropolis of the Pacific coast. 4. *Columbia* is the capital of *South Carolina*; *Columbus*, the capital of *Ohio*. 5. During the Civil War, many battles were fought in *Virginia*, *West Virginia*, *North Carolina*, and *Georgia*. 6. *Cuba* and *Puerto Rico* are the most productive islands of the *West Indies*. 7. *Colorado* is famous for gold and silver, *North Dakota* and *South Dakota* for grain, and *Wisconsin* for lumber.

G. F. Phillips

726 W. 14th St.

City

Chicago Business

College

Wabash Ave

City

9
H. Phillips
156 W. Wash St.
City
Chicago Business
College
67 Wabash Ave
City



W8-AMH-624

